DOCUMENT RESUME

ED 259 070 UD 024 346

AUTHOR	Peterson, James L.
TITLE	A Compendium and Review of Information Sources on Children in Poverty.
SPONS AGENCY	National Inst. of Education (ED). Washington, DC.
PUB DATE	Feb 85
CONTRACT	P-84-0054
NOTE	126p.; For a related document, see UD 024 347.
PUB TYPE	Information Analyses (070)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Children; *Compensatory Education; *Databases; Economically Disadvantaged; Economic Factors; Elementary Secondary Education; *Federal Aid; Health; Information Sources; Nutrition; Population Trends; *Poverty; Research Tools

ABSTRACT

The purpose of this report is to review sources of information that the Department of Education may want to draw on in its evaluation of the compensatory education program. Focus is placed primarily on information that can be used to describe children in poverty, to assess changes in the size and composition of this population, and to relate poverty or residence in poor neighborhoods to educational disadvantage and performance. The report is comprised of five parts. The introduction summarizes the official definition of poverty, provides a background sketch of the characteristics of poor children, and briefly mentions the main programs of governmental aid to the poor that affect children. Part 2, the bulk of the report, describes a score of databases from the mid-1960s to the 1980s that contain relevant data on children in poverty and the educationally disadvantaged. Part 3 describes a smaller set of regular statistical publications in which data on poverty or welfare programs may be found. Part 4 is an annotated bibliography of some of the major analyses that have been conducted using data sets described in Part 2. The final part is a brief assessment of the available information. (KH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

ED259070

A Compendium and Review of Information Sources on Children in Poverty

prepared by

James L. Peterson, Ph.D.

for

The National Institute of Education

U.S. Department of Education

NIE-P-84-0054

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

February, 1985

UD024346

TABLE OF CONTENTS

Page

I. Introduction 1
  - The definition of poverty 1
  - The characteristics of poor children 3
  - Federal programs that assist children in poverty 9

II. Data Bases 11
  - Decennial Census of Population and Housing 12
  - Current Population Survey -- Core Survey 17
  - Current Population Survey -- Education Supplements 20
  - Survey of Income and Program Participation 23
  - Panel Study of Income Dynamics 28
  - Aid to Families with Dependent Children 32
  - National Longitudinal Survey of the Labor Market Experience of Youth 35
  - National Assessment of Educational Progress 38
  - High School and Beyond 45
  - Study of the Sustaining Effects of Compensatory Education 50
  - Equality of Educational Opportunity Survey 54
  - Survey of Income and Education 57
  - Survey of Economic Opportunity 60
  - Consumer Expenditure Survey 63
  - The National Survey of Children 66
  - National Health and Nutrition Examination Survey 69
  - American Housing Survey 75
  - Project Talent 79
  - Youth in Transition Panel Survey 82

III. Statistical Publications 85
  - U.S. Census of Population and Housing 86
  - Current Population Reports 89
  - The Condition of Education 93
  - Digest of Education Statistics 95
  - Health, United States 97
  - Social Security Bulletin: Annual Statistical Supplement 99
  - Health Care Financing Program Statistics 102
  - Quarterly Public Assistance Statistics 104
  - Statistical Abstract of the United States 106

IV. Analytic Studies 108

V. Conclusion 121

I. INTRODUCTION

The purpose of this report is to review sources of information that the Department of Education may want to draw on in its evaluation of the compensatory education program. This program provides federal aid through states to local Education Agencies to provide compensatory educational services to educationally disadvantaged children from low-income areas. This report focuses primarily on information that can be used to describe children in poverty, to assess changes in the size and compositon of this population, and to relate poverty or residence in poor neighborhoods to educational disadvantage and performance. A companion report, by Nicholas Zill, focuses on the research and policy issues that might most usefully be addressed in this evaluation.

This report comprises five parts. The introduction summarizes the official definition of poverty, provides a background sketch of the characteristics of poor children, and briefly mentions the main programs of governmental aid to the poor that affect children. Part II, the bulk of the report, describes a score of data bases from the mid 1960s to the 1980s that contain relevant data on children in poverty and/or the educationally disadvantaged. Part III describes a smaller set of regular statistical publications in which data on poverty or welfare programs may be found. Part IV is an annotated bibliography of some of the major analyses that have been conducted using data sets described in Part II. The final part is a brief assessment of the available information.

The Definition of Poverty

The official Federally-defined poverty index was devised in 1974 by the Social Security Administration. The index is based on the 1961 Economy Food Plan of the Department of Agriculture, the least expensive of four nutritionally-adequate food budgets prepared by the Department. According to a 1955 Department survey of consumption, families of three or more spent an average of one-third of their income for food. Using this information, the poverty levels were determined by applying multiples of about 3 to the Food Plan. Somewhat higher multipliers were used for smaller families to reflect their higher fixed costs.

As originally defined, the poverty index set different thresholds based on farm/non-farm residence, number of persons in the family, number of related children under 18, whether the household head was female or not, and whether the household head was under age 65 or not (for unrelated individuals and two-person families). Altogether 124 different thresholds were defined. The poverty index was updated each year by applying the change in the consumer price index for the items in the food budget to the thresholds for the previous year.

Minor modifications in the way the index is defined were made in 1969 and again in 1981. Taken together these changes are as follows: the elimination of lower thresholds used for farm families; the elimination of the distinction between female-householder and other families by calculating a weighted-average threshold; the use of the Consumer Price Index for all items in calculating yearly adjustments, rather than just for items in the food budget; and the extension of the matrix to families of 9 or more persons rather than just 7 or more as was originally done. These changes have reduced the current matrix to 48 separate thresholds.

The net effect of these changes has been minor. For example, after the most recent changes, the number of persons defined as in poverty changed from 29.3 million to 29.6 million for 1980, and the rate changed from 13.0 percent to 13.2 percent. Of course, the changes in definition had more impact on certain subpopulations, farm families and households of 8 or more persons in particular.

From the standpoint of measuring economic well-being, the current definition has certain recognized limitations. For example, it counts only income, not assets. It makes the arguable assumption that poverty is best measured in absolute rather than relative terms. (Relative poverty, it has been suggested, could be measured in terms of some proportion of median family income--say one-half.) It does not take into account the increasing variety and level of non-cash benefits individuals and families receive. These benefits are provided both privately (such as fringe benefits paid by employers) and publicly (such benefits as Medicaid, Food Stamps, or subsidized housing).

Analyses have been undertaken recently by the Bureau of the Census to evaluate how taking account of various non-cash benefits affects the number of persons defined as poor. Included in the analysis were benefits for food, housing, and medical care. Varying methods for valuing the non-cash benefits were considered. It was found that the broadest definition of non-cash benefits reduced the poverty rate in 1979 from 11.1 percent to 6.4 percent. Although seprate data are not shown for children, a comparison was made between the elderly (65 and over) and the non-elderly. This shows that including non-cash benefits reduces poverty for the elderly (from 14.7 percent to 4.5 percent) much more than for the non-elderly (from 10.6 percent to 6.7 percent). This is because medical care consumes the vast majority of expenditures for non-cash benefits.

Unfortunately, aside from a few technical studies, such as that mentioned above, there are few studies or statistics on the characteristics of the poor as defined in alternative or more refined ways. Obviously, how poverty is defined makes a great deal of difference for the characteristics of the poor so defined. For the present, therefore, it is necessary for the most part to use data based on the official poverty definition.

The Characteristics of Poor Children

The primary purpose of this report is to describe sources of data and information about children in poverty, especially as it relates to educational disadvantage. Therefore, a comprehensive and lengthy description of the poor population is not appropriate here. However, it would be useful to highlight some characteristics both to provide a backdrop for evaluating sources and as a guide for the kinds of data that are important to have.

Race/Ethnicity. Table 1 presents data on selected demographic characteristics of poor children for 1982.* Overall, the poverty rate among children had risen to 21.3% for 1982 (trends are discussed in more detail below). The poverty rate among blacks, at 47 percent, was nearly three times the rate for whites, which was 16 percent. Nevertheless, since more than 4 of 5 children are white, the number of white children in poverty exceeds the number of blacks by nearly two to one. The poverty rate for Hispanics lies midway between that of blacks and whites.

Family Structure. Poverty among children is greatly affected by the number and kind of parents in the household, and by the number of other children. The poverty rate for female-headed families was 56.0 percent in 1982, over four times the rate for children in married-couple families, which was 12.7 percent. Indeed, the rate in such families was so high that half of all poor children lived in a female-headed family, even though they constituted only one family in five overall. The poverty rate for children living in families headed by a male (without spouse) was 22.6 percent, near the overall average. It should be noted that family structure and race are correlated variables: children who are black are much more likely than non-blacks to live in a female-headed household.

The number of siblings also relates strongly to the poverty rate. In 1982, the poverty rate for children with no other siblings in the household was 13.4 percent. For those with two siblings the rate was 24.0 percent, and with five siblings, 64.3 percent. In part, this result reflects the way poverty is defined with rising thresholds as the family size and number of related children increases. But it is also the result of an inverse relationship between family income and fertility over most of the income range.

Age. The 1982 data show that poverty rates are lower for older children. Two factors may be involved. Older children are more likely to have fewer siblings in the household, either because they have already left, or because their families are smaller to begin with. Also, older children are more likely to have older parents, who have reached a stage in the life cycle where their earning potential is greater. When these factors are controlled, the

---

*The data are restricted to "related children under 18 living in families." This leaves out a small proportion (barely 1 percent) of children living with non relatives, or living on their own.

Table 1

Poverty Among Related Children Under 18 in Families, 1982(1983)

	All Children (thousands)	%	Children Below Poverty (thousands)	%	Poverty Rate
Total	61,565	100	13,139	100	21.3
Race/Ethnicity					
White	50,305	82	8,282	63	16.5
Black	9,269	15	4,388	33	47.3
Hispanic[*]	5,436	9	2,117	16	38.9
Family Structure					
Married-coupple families	48,281	78	6,140	47	12.7
Female-householder, no husband	11,946	19	6,696	51	56.0
Male householder, no wife	1,338	2	202	2	22.6
No siblings	13,536	22	1,815	14	13.4
One sibling	23,788	39	3,536	27	14.9
Two siblings	14,433	23	3,465	26	24.0
Three siblings	6,152	10	2,224	17	36.2
Four siblings	2,625	4	1,265	10	48.2
Five siblings	936	2	600	5	64.3
Age					
Under 3	10,776	18	2,545	19	23.6
3 to 5	9,893	16	2,277	17	23.0
6 to 13	26,564	43	5,742	44	21.6
14 to 15	7,096	12	1,379	10	19.4
16 to 17	7,235	12	1,196	9	16.5
5 to 17	44,077	72	9,025	69	20.5
Residence					
Metropolitan	40,754	66	8,283	63	20.3
Central cities	16,502	27	5,089	39	30.8
Non-central cities	24,252	39	3,194	24	13.2
Non-Metropolitan	20,811	34	4,856	37	23.3
In poverty areas[**]	10,868	18	4,927	37	45.3
Outside poverty areas	50,697	82	8,212	63	16.2

Source: Current Population Reports Series P-60, No. 144, "Characteristics of the Population Below the Poverty Level:1982"

[*] Persons of Spanish origin may be of any race.

[**] Derived from Tables 4 and 19 assuming the number of related children under 18 per family is the same for poverty and non-poverty areas, holding central city/suburban/non-metropolitan residence constant. This assumption is likely to underestimate slightly the number of children in poverty areas.

Table 1 (continued)

	All Children (thousands)	%	Children Below Poverty (thousands)	%	Poverty Rate
Maternal Employment***					
Employed full-time, full-year	14,589	23	1,089	7	7.5
Employed part-time or part-year	22,011	35	4,113	28	18.7
Unemployed	2,266	4	1,391	10	61.4
Not in labor force	21,916	35	7,535	51	34.4
No mother in household	1,499	2	514	4	34.3
Parental Education***					
Elementary: 0-8 years	3,705	6	2,336	17	63.0
Secondary: 1-3 years	6,934	11	3,799	27	54.8
4 years	24,009	40	5,510	40	23.9
College: 1-3 years	11,965	20	1,467	11	12.3
4 years or more	14,025	23	706	5	5.0
Receipt of welfare benefits***					
Receives no benefits	43,101	69	3,068	21	7.1
Receives AFDC only	12	<1	6	<1	50.0
Receives non-cash benefits only	12,798	21	6,030	41	47.1
Receives both AFDC and non-cash	6,370	10	5,538	38	86.9
Residential mobility***					
Lived in same house one year ago	48,489	78	9,747	67	20.1
Lived in different house one year ago	13,792	22	4,895	33	35.5

*** Data are for 1983 and for all children under 18.

Source: Unpublished tabulations of the March, 1983 Current Population Survey, Bureau of the Census.

association with age is likely to disappear. Nevertheless, the net result is that the proportion of children in poverty is slightly greater among elementary-age children than among those of secondary-school age.

Residence. Childhood poverty is relatively high in the central cities of metropolitan areas -- 30.8 percent. By contrast, the non-central city portion of metropolitan areas, which are mostly suburban, have considerably lower rates of childhood poverty -- 13.2 percent. Poverty in non-metropolitan areas, at 23.3 percent, is intermediate. Still, one of every four poor children lives in a suburban area, and one of three in a non-metropolitan area because of the large numbers of children living in these areas relative to those in central cities.

Of particular interest for the assessment of federal education aid to low income areas is the concentration of poor children in poverty areas. The figures on this topic in Table 1 were derived through extrapolation from figures published in the Current Population Reports. The assumptions used in making this extrapolation may tend to slightly underestimate the number of poor children living in poverty areas. For the purposes of these figures, poverty areas are defined as census tracts or minor civil divisions in which at least 20 percent of the population was below the poverty line in 1969.

The data show that while about 18 percent of all children lived in poverty areas in 1982, about 37 percent of poor children did so. It is not surprising that poor children are disproportinately found in poverty areas. What is surprising, perhaps, is that over 3 in 5 poor children live outside of poverty areas. This dispersion of the poor population may complicate the task of devising an effective strategy of aiming education aid at disadvantaged children through the identification of low-income areas. On the other hand, to the extent, if any, that the educational disadvantage of poverty is due more to structural conditions in low income areas than to personal poverty itself, this wide distribution of the poor population may limit the negative educational effects of poverty.

Table 1 also presents some unpublished data from the 1983 Current Population Survey.* The 1983 data on residential mobility show that poor chldren were more likely to have changed residences within the previous year than were non-poor children -- 33 percent of poor children did so compared with 22 percent of the non-poor. Unfortunately it is not possible to tell from these data whether these moves involve a change in school district and therefore a change in schools. Nevertheless, given that one in three poor children change residence in a year, it is quite likely that many of these would also move to other schools that have different programs or even no programs for the educationally disadvantaged from low-income areas.

---

*The data for 1983 pertain to all children living in households, not just related children.

Maternal employment. Data from 1983 are also available on maternal employment, parent education, and receipt of welfare benefits. The poverty rate is lowest (7.5 percent) for children who have a mother who is employed full-time, full-year. It is highest (61.4 percent) for those with unemployed mothers. Indeed, the rate for this group is far higher than for those with mothers who are not in the labor force. Of course the differences between these two groups are likely to be due in large part to differences in household structure -- in particular the presence or absence of a father-figure who is also employed. Although the poverty rate is high for children with unemployed mothers, there are relatively few such children, so they do not constitute a large proportion of the poverty population. Fully half of all poor children have mothers who are not in the labor force, compared with only one in three of all children.

Parent education. There is a strong linear relationship between child poverty and parent education. In 1983, nearly two-thirds of children whose parents had only an elementary-school education were poor, whereas only one in twenty was poor if at least one parent had had four or more years of college.

Welfare status. Poor children are of course concentrated among those who receive various welfare benefits. Four of five poor children in 1983 received some form of government benefit. Half of these received non-cash benefits only (Medicaid, reduced-price or free school lunches, Food Stamps, or subsidized housing), and half received Aid to Families With Dependent Children (AFDC) as well as one or more non-cash benefits. (Since persons receiving support under AFDC are automatically eligible for Medicaid, very few persons receive AFDC without at least one non-cash benefit as well.) Among those children receiving both kinds of assistance, 87 percent are poor.

Trends in poverty. Both the numbers and proportions of children in poverty have changed a great deal over the last two decades. These changes have been affected both by the changing number of children overall, and the changing composition of the child population.

In 1960 there were 65.2 million children of which 17.2 million, or 26.9 percent, were in poverty. (See Table 2.*) During the 1960s the number of children rose slightly, but the number in poverty dropped dramatically, to 10.2 million, or only 14.9 percent. The 1970s saw a moderate but steady decline in the number of children, due primarily to the declining birth rates. The number of children in poverty remained fairly

---

*As in Table 1, the data pertain to related children under 18 living in families.

Table 2

Trends in Poverty Among Related Children Under 18 in Families, 1982

	Children Below Poverty		Poverty Rate	
	Number (millions)	Average Annual Rate of Change	Percent	Average Annual Rate of Change
All Children				
1982	13.1	+ 8.9	21.3	+ 9.2
1981	12.1	+ 8.6	19.5	+ 8.9
1980	11.1	+ 6.9	17.9	+ 6.8
1978	9.7	- 1.8	15.7	- 0.3
1976	10.1	+ 0.6	15.8	+ 2.3
1974	10.0	- 0.6	15.1	+ 0.7
1972	10.1	- 0.8	14.9	0.0
1970	10.2	- 5.1	14.9	- 5.6
1960	17.3	-	26.5	-
Children in families with female-householder, no husband				
1982	6.7	+ 6.8	56.0	+ 5.0
1980	5.9	+ 1.6	50.8	+ 2.0
1978	5.7	+ 1.5	50.6	- 0.4
1974	5.3	+ 3.4	51.5	- 0.7
1970	4.7	+ 1.4	53.0	- 2.5
1960	4.1	--	68.4	-
Children in other families				
1982	6.4	+10.8	13.0	+11.8
1980	5.3	+14.0	10.4	+14.7
1978	4.0	- 3.2	7.9	- 1.2
1974	4.6	- 4.5	8.3	- 2.5
1970	5.5	- 8.5	9.2	- 8.5
1960	13.2	-	22.3	-
White children				
1982	8.3	+10.2	16.5	+11.0
1980	6.8	+ 9.6	13.4	+10.4
1978	5.7	- 1.7	11.0	0.0
1974	6.1	- 0.2	11.0	+ 1.2
1970	6.1	- 5.9	10.5	- 6.2
1960	11.2	-	20.6	-
Black children				
1982	4.4	+ 6.0	47.3	+ 6.0
1980	3.9	+ 1.6	42.1	+ 1.1
1978	3.8	+ 0.5	41.2	+ 1.1
1974	3.7	- 1.4	39.6	- 1.2
1970	3.9	- 2.2	41.5	- 4.1
1959	5.0	-	65.5	-

Source: Calculated from data in Current Population Reports Series P-60 No. 144, "Characteristics of the Population Below the Poverty Level, 1982". Bureau of the Census, March, 1984, Table 1.

steady, however, resulting in a slight rise in the poverty rate. Since the late 1970s the total number of children has continued to decline, though at a slower pace; but the number of poor children has taken a definite upward turn. By 1982 the proportion of children in poverty had risen to 21.3 percent from a low of 13.8 percent in 1969.

Despite the overall decline in the number of children, the number living in families headed by a mother but no father has increased since 1960. Since such families have substantially higher rates of poverty, this compositional change has kept the child poverty rate higher that it would have been otherwise. Nevertheless, poverty among this group, though high, declined in the early 1970s along with the general decline in poverty. The recent upturn in poverty has also affected this group, but not as early and not as strongly as it has affected other children. The net effect of these changes has been that the proportion of poor children who come from female-headed families more than doubled, from 24 percent in 1960 to 58 percent in 1978. Since then the proportion has declined slightly, to 51 percent, due to the more rapid rise in poverty among children in other family configurations.

The racial composition of all children and of poor children has also changed, though not as much as family composition. Black children have constituted a slowly growing proportion of all children. The poverty rate among blacks has been over three times that of whites throughout the last two decades. Among poor children, the proportion black rose considerably during the 1960s, remained fairly stable during the 1970s, and has fallen back since then. This recent decline in the proportion black has been due to a more rapid rise in poverty among whites since 1980.

Thus recent increases in poverty have affected white children more than black children and children in father-present more than children in mother-only families. Should this trend continue, it could mean a considerable broadening of poverty across the social spectrum. Such changes are also likely to result in greater residential dispersion of the poor, although other influences could modify this result. All of these changes are likely to affect the distrubution of poor children in schools.

Federal Programs that Assist Children in Poverty

The nature of childhood poverty--the numbers of poor and their characteristics--is shaped to some extent by a variety of government programs designed to provide assistance to low income persons. Assistance may come in two forms--cash and non-cash. Cash assistance provides direct payments to eligible persons; these payments may then be used by recipients at their own discretion. The program of Aid to Families With Dependent

Children is the primary form of cash assistance of benefit to children. In addition, children may be beneficiaries under the Social Securitiy's Survivors and Disability Insurance Programs, and the Supplemental Security Income program. Non-cash assistance provides payments to vendors for specific goods or services provided eligible poor persons. The main non-cash programs that include substantial numbers of children as beneficiaries are the Food Stamp Program, Medicaid, Subsidized Housing, the School Lunch Program, the Women, Infants, and Children Feeding Program, and Head Start. The Chapter I program of aid to educationally disadvantaged children in low-income school districts is also a form of non-cash assistance that benefits many poor children. Yet, many non-poor also benefit from this program, as they do from the School Lunch Program.

In terms of numbers of children served and overall cost, the biggest programs are Aid to Families with Dependent Children (AFDC), Food Stamps, and Medicaid. The number of children receiving AFDC rose substantially in the late 1960s, from 3.3 million in 1965 to 7.0 million in 1970. A further small rise in the early 1970s has been offset by more recent declines. In 1981 the total program cost of AFDC was $13.1 billion. Virtually all persons eligible for AFDC are also eligible for Medicaid. In 1982, $30 billion was spent for this program, of which 13% was for vendor payments expended on children. In the same year over 22 million persons were participating in the Food Stamp program at a Federal cost of $11.6 billion. Eligibility for food stamps is based on total family income, and benefits are adjusted for the number of persons in the family. Unlike AFDC, two-parent families are generally eligible (as long as the income criteria are met) as are families without children. Thus only a portion of food stamp expenditures are directly for children.

Taken together, these cash and non-cash benefit programs are unlikely to have a significant direct or even indirect effect on the educational prospects of poor children or of non-poor living in low income areas. The cash support programs and, to a lesser extent, food stamps serve to raise the overall standard of living of the poor somewhat. But few are actually raised far above the poverty line. To the extent that food stamps and the school lunch program reduce the prevalence of malnourished children there should be fewer children who fail to realize their learning potential because of poor diets. But the programs taken as a whole do not greatly affect the composition of the poor population in terms of race/ethnicity or household structure, nor do they greatly affect their patterns of residential location or mobility.

II. DATA BASES

TITLE Decennial Census of Population and Housing

PURPOSE The census is designed to be a complete enumeration of the population and the housing stock of the U.S., and to provide additional demographic, social, and economic data pertaining to the population. The data are used to apportion seats in the U.S. House of Representatives, as well as in State and local legislative districts. They also are used in the allocation of revenue-sharing and of other Federal and State funds among some 39,000 governmental units; and in marketing studies; academic research; Federal, State, and local planning; affirmative action programs; and many other activities.

SPONSORSHIP The census is designed, conducted, and funded by the U.S. Bureau of the Census, Department of Commerce.

DESIGN The most recent census (1980) employed two types of questionnaires: (1) the short form with a limited number of basic population and housing questions (100-percent questions that is, questions asked of everyone), and (2) the long form containing the 100-percent questions plus additional questions on population and housing. The short form contains 19 questions. The long form contains all of the questions found on the short form, as well as 20 additional questions about the housing unit and a maximum of 26 additional questions for each household member. The questionnaires were designed to be understood and completed without enumerator assistance, to accommodate up to seven respondents, and to be suitable for computer processing.

The percentage of households receiving the long form depended upon the size of the locality. The sampling arrangement was as follows:

o 50-percent sample (one-in-two) -- in governmental jurisdictions which were eligible for Federal revenue sharing funds (such as counties, some townships, and places) and had fewer than 2,500 people as estimated by the Census Bureau for July 1, 1977, one out of every two households received the long form. The 50-percent sampling rate was used in areas including approximately one-tenth of the Nation's population.

o 17-percent (one-in-six) sample -- in the remainder of the country, one out of every six households received the long form.

The 50-percent sampling rate for small jurisdictions was adopted to ensure that accurate income data can be prepared for use in the allocation formula for general revenue sharing funds. In larger jurisdictions, the smaller sample size is adequate for the preparation of accurate data.

PERIODICITY

As mandated by the U.S. Constitution, a census has been conducted for every decade since 1790. No two censuses have been conducted exactly alike, and the decade-to-decade changes in the census content reflect the attendant changes in our society, economy, and technology. In recent years thought has been given to the possibility of a mid-decade census. Planning for one in 1985 was begun. However, it is not now scheduled to take place.

CONTENT

The 100-percent population questions include: name, household relationship; sex; race; age; marital status; and Spanish origin. The sample questions pertain to: education; place of birth; citizenship and year of immigration; current language and ability to speak English; ancestry; residence 5 years ago; activity 5 years ago; veteran status and period of service; disability; children ever born; marital history; employment status; place of work and journey to work; year last worked; industry, occupation, and class of worker; work experience; and income by type.

The 100-percent housing questions pertain to: number of living quarters at address; access to unit; completeness of plumbing facilities; number of rooms; tenure; condominiums; acreage and commercial establishment status; value; contract rent; and vacancy status. The sample questions pertain to: units in structure; stories in structure and presence of elevator; farm status; source of water and sewage disposal; year structure built; year householder moved into unit; heating equipment; fuels used for house heating, water heating, and cooking; cost of utilities and fuels; completeness of kitchen facilities; bedrooms; bathrooms; telephone; air conditioning; automobiles, vans, and light trucks; and selected shelter costs for homeowners.

MEASUREMENT OF POVERTY

The Decennial Census collects the necessary data on family income, family structure, and residence to allow classification of families by the official definition of poverty.

LIMITATIONS

A unique virtue of the one-in-six "long form" sample of the entire U.S. population is that it provides reliable social, economic, and demographic data for relatively small geographic areas and subgroups of the population. From the perspective of children in poverty, the value of these data would be enhanced considerably by extending the content of the form in two directions. The usefulness of these extensions stems from the link between poverty and changing household structure.

First, four types of marital status information are currently available from the census: (1) current marital status, (2) age at first marriage, (3) quarter of first marriage, and (4) number of times married. More detailed marital history information pertaining to the timing of all marriages and divorces would allow the experience of children with parental marriages and divores to be described. Many consequences for children are often associated with experiencing a parental marital disruption, including major reductions in income, and changes in neighborhood that might affect educational opportunities.

Second, the family relationships that link household members to a child who is living with a nonrelative householder cannot be ascertained, a foster child cannot be unambiguously identified, and the family relations linking a child to members of the household other than the householder cannot always be unambiguously determined. Such linkages may be important for identifying sources of economic support outside the co-residential unit.

These extensions would considerably enhance the value of the census for studying children in poverty, because the census also collects a range of related social, economic, and demographic information, and because the census provides the large sample sizes required to study relatively small geographic areas and subgroups of the population.

Two issues that are not substantive also should be noted. First, public-use micro-data samples are presently organized in terms of the household and the householder. New studies of children could be conducted more easily if a computer tape organized in terms of children were also available. Second, the census is conducted only once every ten years. A more closely spaced cycle, for example a five-year cycle, would considerably enhance the value of the census for current research, and policy analysis.

AVAILABILITY

Six major types of 1980 census data products are prepared by the Census Bureau (Customer Services Branch, Data User Services Division, U.S. Bureau of the Census, Washington, DC 20233).

Printed reports and other printed products -- The Bureau produces many reports, often separately bound for each State or Standard Metropolitan Statistical Area (SMSA).

Microfiche -- Microfiche records are used to disseminate certain reports not available in printed form. Data from selected computer summary tapes are also available on microfiche.

Summary data on computer tapes -- The Bureau provides statistical information on computer tape, similar to data found in reports, but often more detailed and sometimes for types of areas not covered in the reports.

Microdata on tape -- Public-use microdata samples provide the responses from a sample of long-form questionnaires (with names, addresses, and detailed geography deleted to protect confidentiality) which can be tabulated by users to meet their particular statistical needs.

Maps -- In addition to maps which mainly show census functional boundaries, the Bureau produces maps that display data -- income for example -- by geographic area.

Special tabulations -- Statistical information is also specially prepared by the Bureau at the request and expense of the user. The data are furnished on computer tape, printouts, or microfiche.

Contact: For data products (301)763-4100

Decennial Census of Population and Housing

CHILD AND FAMILY DESCRIPTORS

Child Characteristics

X_ Age of child
X_ Birth date   Month X_ Year __
X_ Sex of child
X_ Race of child
X_ Hispanic origin
X_ Other origin/ethnicity
X_ Whether enrolled
X_ Grade enrolled
X_ Employment status (16 years old+)
X_ Limiting health conditions (16 years old+)
__ Educational disadvantage/compensatory education

Family Characteristics

X_ Age of parents in household: Mother X_ Father X_
X_ Parent education: Mother X_ Father X_
X_ Race of parents: Mother X_ Father X_
X_ Hispanic origin: Mother X_ Father X_
X_ Other origin/ethnicity: Mother X_ Father X_
X_ Family income
X_ Family poverty status
X_ Employment status: Mother X_ Father X_
X_ Hours worked: Mother X_ Father X_
X_ Occupation: Mother X_ Father X_
X_ Earnings: Mother X_ Father X_
X_ Welfare status:
X_ Number of children in household
X_ Children ever born to mother in household
X_ Number of parents in household
__ Exact relationship of parents to child
__ Exact relationship of siblings to child
X_ Age(s) of siblings
X_ Parents' current marital status: Mother X_ Father X_
X_ Parents' marital history: Mother X_ Father X_
X_ Parents' employment history: Mother X_ Father X_
__ Religion: Mother __ Father __
__ Religiosity
X_ National origin
X_ Region of country
X_ Urban/rural residence

TITLE

Current Population Survey--Core survey

PURPOSE

The primary purpose of The Current Population Survey (CPS) is to provide monthly measures of the characteristics of the labor force, labor force participation, employment, and unemployment in the United States as well as selected states and regions. In addition the CPS serves as a vehicle for a series of supplements, conducted with varying degrees of regularity. Recent supplements have included job tenure and occupational mobility (January), demographic and income supplement (March), alimony and child support (April), fertility (June), immunization (September), school enrollment (October), and voting and registration (November). These supplements are not necessarily conducted each year. For example, the voting and registration supplements are conducted only in even-numbered years.

SPONSORSHIP

The core survey is funded by the Bureau of the Census and the Bureau of Labor Statistics (BLS) in the U.S. Department of Labor. The Census Bureau is responsible for sample design, data collection and tabulation. The BLS is responsible for data analysis and dissemination of information on unemployment and the labor force. The Supplements are funded by a variety of sponsors, such as the National Institute of Child Health and Human Development (some of the fertility and childcare supplements) and the National Center for Education Statistics (the education supplements). The data are collected by the U.S. Bureau of the Census.

DESIGN

The survey is designed to be representative of the civilian non-institutional population of United States, including armed forces personnel living off-base or living on base with their families. A multi-stage probability sampling method is used involving first the selection of geographically defined primary sampling units (629 in 1982), next (through sub-stages) the selection of households within the primary sampling units (73,000 households in 1982), and finally the identification of all usual residents 14 and over in sample households. In 1983, interviews, conducted in person or by telephone, were obtained in 58,000 of the 73,000 households selected. The sample is designed to cover each of the 50 states and the District of Columbia.

The sample is slowly changed through the use of rotation groups. Any given rotation group is in the sample for 4 months, leaves the sample for 8 months, and returns for a final 4 months. In any given month the sample is composed of households from 8 different rotation groups.

Current Population Survey--Core survey

PERIODICITY

The survey was begun in 1940 and has been conducted monthly since then. For the purpose of measuring employment, that week which contains the 12th of the month is generally used as the reference week.

CONTENT

In addition to data on employment, unemployment, and work-related activities, the core survey collects data on family income, housing tenure, household composition, age, sex, education, race, origin, and marital status.

MEASUREMENT OF POVERTY

The Current Population Survey collects the necessary data on family income, family structure, and residence to allow classification of families by the official definition of poverty.

LIMITATIONS

Monthly data on children under age 14 are limited to age, sex, race, origin, and relation to the household reference person. (Additional data are available on some supplements having relevance to children.) The detailed annual income data necessary to define family poverty status are collected only on the March supplement. Published tabulations from the survey are usually based on counts of adults, households or families. Although tabulations from the September Immunization Survey and the October School Enrollment Survey focus on children, most published statistics are not child-based. However, useful child-based tabulations can be produced with these data, as demonstrated by a recent set of special tabulations done by the Bureau using the March, 1983 survey.

AVAILABILITY

A rich array of published tabulations are available in The Current Population Reports, especially Series P-20 (population characteristics), Series P-23 (special studies), Series P-25 (population estimates and projections) and P-60 (consumer income). Special reports and bulletins relating to employment are released by the Bureau of Labor Statistics, U.S. Department of Labor.

Machine-readable microdata files are available from the Bureau of the Census for most months. For information about the availability of data for a particular month, contact the Census Bureau Data Users Services Division, 301/763-4100. Each file contains the data for a particular month. For further information on file contents, contact the Current Population Surveys Branch, Demographic Surveys Division, U.S. Bureau of the Census, Washington, DC, 20233, 301/763-2773.

Current Population Survey--Core survey

CHILD AND FAMILY DESCRIPTORS

Child Characteristics

X_ Age of child
__ Birth date Month __ Year __
X_ Sex of child
X_ Race of child
X_ Hispanic origin
__ Other origin/ethnicity
__ Whether enrolled**
__ Grade enrolled**
__ Employment status**
__ Limiting health conditions**
__ Educational disadvantage/compensatory education

Family Characteristics

X_ Age of parents* in household: Mother X_ Father X_
X_ Parent education: Mother X_ Father X_
X_ Race of parents: Mother X_ Father X_
X_ Hispanic origin: Mother X_ Father X_
__ Other origin/ethnicity: Mother __ Father __
X_ Family income
X_ Family poverty status
X_ Employment status: Mother X_ Father X_
X_ Hours worked: Mother X_ Father X_
X_ Occupation: Mother X_ Father X_
X_ Earnings: (1/4 sample only) Mother X_ Father X_
__ Welfare status:
X_ Number of children in household
__ Children ever born to mother in household
X_ Number of parents* in household
__ Exact relationship of parents to child
__ Exact relationship of siblings to child
X_ Age(s) of siblings
X_ Parents' current marital status: Mother X_ Father X_
__ Parents' marital history:** Mother __ Father __
__ Parents' employment history:** Mother __ Father __
__ Religion: Mother __ Father __
__ Religiosity
__ National origin**
X_ Region of country
X_ Urban/rural residence (metro/non-metro)

*The relationship between the reference person and each other person in the household is obtained, allowing the identification of parent/child relationships in most cases. The Bureau uses the concept "own children" -- sons and daughters, including stepchildren and adopted children of the householder -- and "related children" -- own children plus other children in the household related to the householder by birth, marriage, or adoption. Foster children are not explicitly identified.
**Questions asked on occasion only.

TITLE Current Population Survey-Education Supplements

PURPOSE The education supplements are designed to provide national estimates of school enrollment from elementary through college levels, and family data for college students temporarily away at school.

SPONSORSHIP The supplement in the past was jointly sponsored by the Department of Labor and the Bureau of the Census, with the Bureau taking responsibility for the data collection. The Bureau and the National Center for Education Statistics jointly sponsored the 1983 supplement and plan to do so in 1984.

DESIGN A description of the basic design of the Current Population Survey was provided in the write-up of the core survey. The supplemental questions are asked about all persons age 3 or more in sampled households.

PERIODICITY The supplement has been conducted each October since 1956. A supplement has been planned for 1985.

CONTENT Each supplement collects data on enrollment status, grade or level, type of school, and graduation status and date. Additional questions are included in most supplements covering various topics from time to time, including technical or vocational course enrollment, degrees sought, tuition and fees paid, field of study, homework and home instruction.

MEASUREMENT OF POVERTY The detailed annual income data from which the poverty measure is derived are gathered in the March supplement to the CPS. Unfortunately, because of the way the CPS rotation groups are designed, no one interviewed in October is also interviewed in March. Consequently these poverty data are not available for those questioned in the October supplement. However, some estimate of poverty might be made by extrapolating from the data collected each month on current employment and earnings.

LIMITATIONS The lack of data in the October CPS on annual family income makes it difficult to classify children by poverty, as noted above. In addition, the supplement is quite brief. Consequently a number of useful topics are not covered, including educational outcomes, degrees earned (other than high school graduation), participation in SAT or other testing programs, skipped or repeated grades, and educational aspirations.

AVAILABILITY Refer to the description of the core survey. Machine-readable micro-data files are available for October from 1968.

Contact Person: Paul Siegel, Education and Social Stratification Branch, Population Division, U.S. Census Bureau, Washington, DC 20233, 202/763-1154

Current Population Survey-Education Supplements

CHILD AND FAMILY DESCRIPTORS

Child Characteristics

X_ Age of child
__ Birth date Month __ Year __
X_ Sex of child
X_ Race of child
X_ Hispanic origin
X_ Other origin/ethnicity
X_ Whether enrolled
X_ Grade enrolled
__ Employment status
__ Limiting health conditions
X_ Educational disadvantage/compensatory education (behind modal grade)

Family Characteristics*

X_ Age of parents in household: Mother X_ Father X_
X_ Parent education: Mother X_ Father X_
X_ Race of parents: Mother X_ Father X_
X_ Hispanic origin: Mother X_ Father X_
X_ Other origin/ethnicity: Mother X_ Father X_
X_ Family income
__ Family poverty status
X_ Employment status: (14 & older) Mother X_ Father X_
X_ Hours worked: (14 & older) Mother X_ Father X_
X_ Occupation: (14 & older) Mother X_ Father X_
X_ Earnings: (14 & older) Mother X_ Father X_
X_ Welfare status:
X_ Number of children in household
__ Children ever born to mother in household
__ Number of parents in household
__ Exact relationship of parents to child
__ Exact relationship of siblings to child
X_ Age(s) of siblings
X_ Parents' current marital status:* Mother X_ Father X_
__ Parents' marital history: Mother __ Father __
__ Parents' employment history: Mother __ Father __
__ Religion: Mother __ Father __
__ Religiosity
__ National origin
X_ Region of country
X_ Urban/rural residence

*The relationship between the reference person and each other person in the household (including children) is obtained. From this information it is possible to identify parent/child relationships in most cases.

Note: Items checked include data available from basic CPS and education supplements.

TITLE Survey of Income and Program Participation

PURPOSE The survey is expected to become a major source of information on the economic situation of persons and families in the United States. The survey will provide data for a better understanding of the income distribution, wealth, and poverty in this country. In addition, the data will be used to study Federal and State transfer and service programs, to estimate future program costs and coverage, and to assess the effects of proposed changes in program eligibility rules or benefits. The data will also provide information for debating policy issues such as national pension and retirement plans, tax-reform, Social Security funding, and health care reform.

SPONSORSHIP The survey is funded and conducted by the U.S. Bureau of the Census.

DESIGN The survey uses a multi-stage stratified sample of the U.S. civilian non-institutionalized population consisting of 164 strata. The survey started in October 1983 with a sample panel of approximately 25,000 "designated" households. The "assigned" sample size will be somewhat smaller (about 20,000 households) because some of the selected households will be unoccupied, demolished, converted for non-residential use, or occupied by persons not eligible for interview, such as persons maintaining a usual residence elsewhere. Each assigned household will be interviewed once every four months for 2-1/2 years, resulting in eight interviews per household.

In January 1985 and every January thereafter, a new, slightly smaller panel will be introduced. This design will allow cross-sectional estimates to be produced for a combined sample of approximately 35,000 households. The overlapping panel design will also enhance the estimates of change, particularly year-to-year change. Finally, to facilitate field operations, each sample panel is divided into four approximately equal subsamples, called rotation groups; one rotation group will be interviewed in a given month.

PERIODICITY This is a continuous survey in which overlapping panels are added and existing panels rotated out every year with each panel being included for a period of 2-1/2 years.

Survey of Income and Program Participation

CONTENT

The survey consists of four major questionnaire components: (1) the control card, (2) the core set of questions repeated on each wave questionnaire, (3) fixed topic modules assigned to specific waves, and (4) variable topical modules to be added from time to time. In addition, the survey questionnaire content may be supplemented by administrative record data for items difficult to obtain in a survey (e.g., earnings and program benefit histories). To facilitate future linkages with administrative records, steps have been taken to insure that the Social Security number is obtained for as many persons as possible.

The control card is used to obtain and maintain information on the basic characteristics associated with households and persons, such as age, race, ethnic origin, sex, marital status, and educational level of each member of the household, as well as information on the housing unit and the relationship of the householder to other members. Questionnaire items included in the "core" mainly cover labor force participation and amounts and types of income received, including transfer payments and non-money benefits from various programs for each month of the reference period. A few questions on other topics such as coverage by private health insurance plans are also included in the core.

Fixed topic modules include the following topics. A wealth module will be administered twice in each panel, in waves one year apart, to collect detailed data on personal and household assets and liabilities. An annual "round-up" module will be administered in the waves at the end of the first and second years of interviewing to obtain wage and salary data from W-2 forms and estimates of annual self-employment and property income for each appropriate person. Three other topical modules will be administered in only one wave of each panel to gather; (1) school enrollment data, (2) marital history, fertility, and migration data, and (3) education, disability, and work history data. A child module focusing on child care arrangements and child support has been included in the 5th wave of the survey (January to April, 1985).

Variable topic modules make up the final component of the questionnaire. These modules will include supplemental questions designed by or for other Federal agencies and will be added to one or more waves of interviewing. Variable topic modules may include the following topics: (1) health care and social services, (2) retirement, housing, and energy issues, (3) child care and duration of welfare, (4) work-related expenses and educational financing, and (5) neighborhood conditions.

Survey of Income and Program Participation

MEASUREMENT OF POVERTY

The survey will provide the necessary data to classify families according to the official poverty definition. But more than that, it will provide detailed data on cash and in-kind benefits that will permit the consideration of poverty from a variety of alternative definitions.

LIMITATIONS

The sample size is relatively small, compared for example to the Current Population Survey, leading to relatively large standard errors. The complexity of the survey, an advantage from the viewpoint of providing detailed and accurate information, may impair user access to microdata tapes which may be complicated and expensive to process. Because several of the topical modules will be developed in the future, an opportunity presently exists to provide suggestions to the Census Bureau regarding the content of these modules. Examples of such modules which are particularly relevant to children include: educational enrollment; childcare arrangements and financing; social services, in-kind childcare and other; educational financing; marital history, fertility, migration; and housing and neighborhood conditions.

AVAILABILITY

Preliminary plans have been made for a number of publications and public use computer data files based on this survey. Both publications and data files are differentiated by whether they are cross-sectional or longitudinal. Two types of cross-sectional reports are planned by the Census Bureau: (1) a set of quarterly or annual reports that will focus on core information; and (2) a set of periodic or single-time reports that will use the detailed socio-demographic data from the topical modules. Plans for longitudinal data reports have not been formulated; but they are expected to concentrate on data that can be used to examine trends and changes over time. This may include analyses of the dynamic aspects of the labor force, or the effect of changes in household composition on economic status and programn participation.

Cross-sectional data files from SIPP will be issued on a wave-by-wave basis approximately one month after the published data are released. Each file will include person, family and household information collected in a given wave of the survey. It will be possible for users to produce a longitudinal file by matching two or more cross-sectional wave files, but it will be the user's responsibility to develop longitudinal edits, allocation values, and weights for these merged files. Plans for producing public use files specifically designed for longitudinal analyses are less well-defined at this time, but longitudinal data product plans are now under discussion at the Census Bureau.

As they are produced, data products will be available from the U.S. Bureau of the Census, Customer Services Branch, Data User Services Division, U.S. Bureau of the Census, Washington, DC 20233, 301/763-4100.

For substantive questions, contact Roger Herriott, Chief, Population Division, 301/763-7646 or David McMillen, 301/763-5592, U.S. Bureau of the Census, Washington, DC 20233.

Survey of Income and Program Participation

Child Characteristics

X_ Age of child
X_ Birth date Month X_ Year X_
X_ Sex of child
X_ Race of child
X_ Hispanic origin
__ Other origin/ethnicity
__ Whether enrolled
X_ Grade enrolled
X_ Employment status
__ Limiting health conditions
__ Educational disadvantage/compensatory education

Family Characteristics

X_ Age of parents in household: Mother X_ Father X_
X_ Parent education: Mother X_ Father X_
X_ Race of parents: Mother X_ Father X_
X_ Hispanic origin: Mother X_ Father X_
__ Other origin/ethnicity: Mother __ Father __
X_ Family income
X_ Family poverty status
X_ Employment status: Mother X_ Father X_
X_ Hours worked: Mother X_ Father X_
X_ Occupation: Mother X_ Father X_
X_ Earnings: Mother X_ Father X_
X_ Welfare status:
X_ Number of children in household
X_ Children ever born to mother in household
X_ Number of parents in household
__ Exact relationship of parents to child
__ Exact relationship of siblings to child
X_ Age(s) of siblings
X_ Parents' current marital status: Mother X_ Father X_
X_ Parents' marital history: Mother X_ Father X_
X_ Parents' employment history: Mother X_ Father X_
__ Religion: Mother __ Father __
__ Religiosity
__ National origin
X_ Region of country
__ Urban/rural residence

TITLE Panel Study of Income Dynamics (PSID)

PURPOSE The study was designed to supplement and complement the regular assessments of poverty conducted by the U.S. Bureau of the Census. The aim is to provide information about factors that influence changes in the well-being of families by observing the same people over an extended period of time. An array of economic, demographic, behavioral, and attitudinal data has been collected on households and household members that provides an unusually full and dynamic perspective on the interrelationships among these factors across time.

SPONSORSHIP The study was funded initially by the U.S. Office of Economic Opportunity. Major funding of the study shifted to the Department of Health, Education and Welfare (now Health and Human Services) in 1972 and to the National Science Foundation in the early 1980s, with considerable assistance from three private foundations -- Sloan, Ford, and Rockefeller. In 1984-86, the National Institute of Child Health and Human Development and the Office of the Assistant Secretary for Planning and Evaluation, DHHS, are also major sponsors.

DESIGN Since 1968, the study has conducted annual interviews with a representative sample of about 5,000 families. Data have been collected, processed, analyzed, and disseminated by staff of the Institute for Social Research. The original design included an atypically large fraction of low-income families, but included a complete, representative sample of families at all income levels as well. The full sample, when weighted, is representative of all U.S. families except families of immigrants arriving since 1968.

Each family in the sample has at least one member who was in one of the families originally interviewed in 1968. The family is not an unchanging unit; hence, the study has followed the 1968 original panel families which remained intact and also all members of the 1968 families who left home, each year interviewing one primary adult in any family containing a member of one of those original families. The "splitoff" families are formed when children leave home, when couples divorce, and when other changes break families apart.

Survey procedures have produced a changing sample of families each year, as new families formed by children leaving home replace families which die off. Thus, the panel continues to be representative with respect to its basic sampling design. The inclusion of newly formed families has caused the total sample to grow gradually, despite attrition among original sample households. As of the sixteenth wave of data, the sample consisted of some 7,000 families (16,000 individuals). Interviews are conducted with the "head" of the household, taken to be the husband in married couples. Couples not married but living together for two consecutive interviews are treated as though married.

PERIODICITY

Each family has been interviewed annually, or since it first constituted a separate household. Methodological research has recently been conducted on the representativeness of the current sample. The 1985 cycle will include fertility and marital histories of the mother and father, and educational information for the children. At least two additional cycles (1985 and 1986) will be conducted.

CONTENT

The main content of the study comes from a set of questions about income sources for the prior calendar year; family composition; detailed employment information about the head of the household and wife and less detailed employment information about others in the family; earnings of all family members (with greatest detail for the head); hours spent working, commuting, and doing housework; food expenditures; housing; and geographic mobility. While there has been some elaboration and change over the years, most of these variables are comparable from year to year. An extensive set of background information about the head, and some about the wife, was collected and continues to be gathered for each new head and each new wife. The county and State of residence is coded, and some environmental information reported by respondents is supplemented with county-level data about unemployment levels, unskilled wage rates, and labor market demand conditions obtained from the Employment Security officials of the State. Much additional information has been collected at various times. Education data and fertility and marital histories will be obtained in 1985.

MEASUREMENT OF POVERTY

The Panel Study collects the necessary data on family income, family structure, and residence to allow classification of families by the official definition of poverty.

LIMITATIONS	The sample size is relatively small compared to other major surveys, since the entire age range is covered; and information on children themselves is somewhat limited. The way in which individuals and households have been followed is an advantage in that it provides an excellent framework for studying family compositional change as it affects the numbers and characteristics of the poor. This advantage, however, comes at the cost of greater complexity in the methods required for analysis.
AVAILABILITY	Cross-year family and family-individual computer tapes are available. The cross-year family tape is usually available within seven months after interviewing is completed, and the cross-year family-individual tape is available not long after that. Extensive documentation is printed annually, giving the tape codes, variable distributions, editing methods, an alphabetic index of variables, and a concordance which facilitates location of the same variable in successive years. Each year starting in 1974, a volume of findings has been published. Available in the Fall of 1983 is a User Guide to the study that summarizes all of the important aspects of the study and is designed to complement existing documentation. Major findings of ten years are summarized in Years of Poverty, Years of Plenty by Greg J. Duncan (1984, Institute for Social Research, The University of Michigan, Ann Arbor, Michigan 48106). For information on publications, call 313/764-8271. For substantive questions, contact Mary Wreford, Survey Research Center, Institute for Social Research, The University of Michigan, P.O. Box 1248, Ann Arbor, Michigan 48106 (313/763-1434). The data tape can be obtained from Janet Vavra, Inter-University Consortium for Political Research, P.O. Box 1248, Ann Arbor, Michiagn 48106 (313/763-5010).

Panel Study of Income Dynamics (PSID)

CHILD AND FAMILY DESCRIPTORS

Child Characteristics

X_ Age of child
X_ Birth date Month X_ Year X_
X_ Sex of child
X_ Race of child
X_ Hispanic origin
X_ Other origin/ethnicity
X_ Whether enrolled (1982 and after)
X_ Grade enrolled (1982 and after)
X_ Employment status
X_ Limiting health conditions (in various years)
__ Educational disadvantage/compensatory education

Family Characteristics

X_ Age of parents in household: Mother X_ Father X_
X_ Parent education: Mother X_ Father X_
X_ Race of parents: Mother X_ Father X_
X_ Hispanic origin: Mother X_ Father X_
X_ Other origin/ethnicity: Mother X_ Father X_
X_ Family income
X_ Family poverty status
X_ Employment status: Mother X_ Father X_
X_ Hours worked: Mother X_ Father X_
X_ Occupation: Mother X_ Father X_
X_ Earnings: Mother X_ Father X_
X_ Welfare status:
X_ Number of children in household
__ Children ever born to mother in household (in 1985)
X_ Number of parents in household
__ Exact relationship of parents to child (in 1985)
__ Exact relationship of siblings to child (in 1985)
X_ Age(s) of siblings
X_ Parents' current marital status: Mother X_ Father X_
X_ Parents' marital history: (1985) Mother X_ Father X_
X_ Parents' employment history: Mother X_ Father X_
X_ Religion: Mother X_ Father X_
X_ Religiosity (1968-72 only)
X_ National origin
X_ Region of country
X_ Urban/rural residence

TITLE Aid to Families with Dependent Children (AFDC)

PURPOSE This series of surveys provided information on the demographic and program characteristics of persons receiving cash payments under the Aid to Families with Dependent Children program. The existence of repeated surveys enabled policy makers and administrators to monitor the characteristics of the children receiving welfare payments and the characteristics of their mothers, fathers, and their family situation.

SPONSORSHIP The 1979 study was planned and carried out by the Division of Family Assistance Studies of the Office of Research and Statistics of the Social Security Administration.

DESIGN This was a survey of case records, rather than of persons, and survey forms were completed by AFDC caseworkers on the basis of information available to them in their files, supplemented by their personal knowledge of recipient households. Data were for a representative sample of families receiving AFDC cash payments, except for AFDC households composed solely of foster children. Using a sampling frame such as the AFDC payroll, cases were selected according to a specific sampling rate, beginning with a random start.

The studies were conducted in all states and jurisdictions except Guam and, when inflated, are representative of all families receiving money payments during the study month. As with all sample surveys, the data are subject to sampling variability and response error. Since comparable questions were included in all of the surveys, a valuable time-series exists describing the characteristics of AFDC recipient households at a time when that population was experiencing considerable growth and change.

PERIODICITY The survey was conducted every other year from 1967 through 1979. AFDC surveys are no longer being conducted.

CONTENT Since the survey is completed by the caseworker for administrative and policy purposes, the data are oriented toward demographic and economic information. Data on child recipients include age, sex, school enrollment, and employment status (children 14 or over). Information is also gathered on the presence of the mother and the father, their employment characteristics and occupations, education, and age.

Aid to Families with Dependent Children (AFDC)

MEASUREMENT OF POVERTY The poverty status of the study population is not coded in terms of the official U.S. definition. However, sufficient data on income and family size and composition exist to permit the classification of recipients by poverty status. It should be noted that most AFDC recipients are near or below the poverty level.

LIMITATIONS Since the data describe only those individuals living in households receiving AFDC, coverage is limited to a rather circumscribed if important segment of the population. And, since eligibility criteria for AFDC varies from state to state, the study population is not uniformly defined. In addition, the data are only as up-to-date and accurate as the caseworker's knowledge of the recipient household. The discontinuance of this data series after 1979 prevents its use for studying recent changes in the recipient population.

AVAILABILITY Data tapes are available through the Office of Family Assistance, Department of Health and Human Services, 320 C Street, SW, Room 2216, Washington, DC 20201, 202/245-9234. Substantive questions can be addressed to Henrietta Duval of that office.

Aid to Families with Dependent Children (AFDC)

CHILD AND FAMILY DESCRIPTORS

Child Characteristics

X_ Age of child
X_ Birth date Month X_ Year X_
X_ Sex of child
X_ Race of child
X_ Hispanic origin
__ Other origin/ethnicity
__ Whether enrolled
__ Grade enrolled
__ Employment status
X_ Limiting health conditions
__ Educational disadvantage/compensatory education

Family Characteristics

X_ Age of parents in household: Mother X_ Father X_*
X_ Parent education: Mother X_ Father X_*
X_ Race of parents: Mother X_ Father X_*
X_ Hispanic origin: Mother __ Father __
__ Other origin/ethnicity: Mother __ Father __
X_ Family income
X_ Family poverty status
X_ Employment status: Mother X_ Father X_*
X_ Hours worked: Mother X_ Father X_*
X_ Occupation: Mother __ Father __
X_ Earnings: Mother __ Father __
X_ Welfare status:
X_ Number of children in household
__ Children ever born to mother in household (to biological mother)
X_ Number of parents in household
X_ Exact relationship of parents to child
X_ Exact relationship of siblings to child**
__ Age(s) of siblings
X_ Parents' current marital status: Mother X_ Father X_*
__ Parents' marital history: Mother __ Father __
__ Parents' employment history: Mother __ Father __
__ Religion: Mother __ Father __
__ Religiosity
__ National origin
X_ Region of country
X_ Urban/rural residence

*Data were obtained only if the father resides in the household, which is atypical in an AFDC sample.

**Data were obtained for children in the household regarding their relationship to the youngest child in the assistance group.

TITLE	National Longitudinal Survey of the Labor Market Experience of Youth
PURPOSE	In 1977, it was decided to both continue the existing panels of the National Longitudinal Survey and to expand data collection by initiating a new National Longitudinal Survey of Youth. Data from the new survey would replicate much of the information obtained on young people in the earlier cohorts and would thus support studies of changes in the labor market experience of youth. In addition, the new data on youth would permit evaluation of the expanded employment and training programs for youth established by the 1977 amendments to the Comprehensive Employment and Training Act (CETA). The supplementary sample of 1,300 persons serving in the Armed Forces permit a study of the recruitment and service experiences of youth in the military. The richness of the data has also attracted researchers studying fertility issues, educational progress, marriage and divorce, income and family structure.
SPONSORSHIP	The Department of Labor initiated the National Longitudinal Surveys and has provided much of the funding over the years. However, other agencies including the National Institute of Child Health and Human Development, the National Institute on Drug Abuse, the National Institute on Alcohol and Alcohol Abuse, and the Department of Defense have sponsored portions of the survey. Data are collected by the National Opinion Research Center, Chicago, Illinois.
DESIGN	The Youth sample is comprised of a nationally-representative probability sample of 5,700 young women and an equal number of young men aged 14-21 as of January 1, 1979, augmented by a sample of 1,300 young persons serving in the Armed Forces. Blacks, Hispanics, and disadvantaged whites were all over-sampled to facilitate analysis of youth in these population groups. Individuals were considered to be in the population if they resided within the 50 states and were not institutionalized, or if they were on active military duty outside the Uited States. Non-military respondents were selected using a multistage, stratified area probability sample of dwelling units and group quarter units. A screening interview was administered at approximately 75,000 dwellings and group quarters in 202 primary sampling units. Military respondents were sampled from rosters provided by the Department of Defense. A total of 12,686 persons were interviewed. As of the completion of the fifth (1984) interview wave, 96 percent of those interviewed in 1979 were still being interviewed.

National Longitudinal Survey of the Labor Market Experience of Youth

PERIODICITY	Interviews have been conducted annually since 1979. Interviews are currently planned to continue at least through 1985.
CONTENT	The National Longitudinal Surveys were designed primarily to analyse sources of variation in the labor market behavior and experience of Americans. Consequently, the content of the surveys is weighted toward labor force training and experience. However a great deal of information is also collected regarding formal education, marriage and fertility events, income and assets, family background, attitudes, aspirations, and expectations. Questions on drug and alcohol use are included, as well, along with information on family planning, child care, and maternal and child health care.
MEASUREMENT OF POVERTY	Poverty is not directly measured and coded in the data file. However detailed income data is obtained. Data on household size and composition are also available, though not in a convenient format. From these data it should be possible, though perhaps difficult, to classify youth by the official U.S. poverty definition.
LIMITATIONS	The survey is primarily oriented toward the transition from school to work, and the early labor market activities of young people. Consequently it is limited to older children (14-21 in 1979), providing no data on those of elementary school age. Furthermore, many of the respondents in 1979, and almost all by 1984 were living independently; many were even married with children of their own. The poverty status of the families of origin can be determined only for those respondents who still lived as dependents in their parents homes, and only for the years in which they did so. While data are gathered on later educational status and training, nothing is available on early performance or participation in programs for the disadvantaged or others with special needs.
AVAILABILITY	Public use tapes and tape documentation as well as a list of publications are available from the Center for Human resource Research, 5701 North High Street, Worthington, Ohio 43085. Contact Frank Mott or Pat Rhoton at 612/422-7337.

National Longitudinal Survey of the Labor Market Experience of Youth

CHILD AND FAMILY DESCRIPTORS

Child Characteristics (children aged 14+)

X_ Age of child
X_ Birth date   Month X_   Year X_
X_ Sex of child
X_ Race of child
X_ Hispanic origin
X_ Other origin/ethnicity
X_ Whether enrolled
X_ Grade enrolled
X_ Employment status
X_ Limiting health conditions
__ Educational disadvantage/compensatory education

Family Characteristics

X_ Age of parents in household: Mother X_**Father X_**
X_ Parent education: Mother X_ Father X_
X_ Race of parents: Mother X_ Father X_
X_ Hispanic origin: Mother X_ Father X_
X_ Other origin/ethnicity: Mother X_ Father X_
X_ Family income
X_ Family poverty status
X_ Employment status: Mother X_ Father X_
X_ Hours worked: Mother X_ Father X_
X_ Occupation: Mother X_ Father X_
X_ Earnings: Mother X_ Father X_
X_ Welfare status:
X_ Number of children in household
__ Children ever born to mother in household
X_ Number of parents in household
X_ Exact relationship of parents to child
X_ Exact relationship of siblings to child
__ Age(s) of siblings*
X_ Parents' current marital status: Mother X_ Father __
__ Parents' marital history: Mother __ Father __
X_ Parents' employment history: Mother X_ Father X_
X_ Religion: Mother __ Father __
X_ Religiosity
X_ National origin
X_ Region of country
X_ Urban/rural residence

*Age is known for siblings living in the household; the number of older siblings is also known, as is the age of eldest.
**Information on these topics is available for all parents with whom the respondent lives. Some information is available on the children of the respondents as well.

TITLE National Assessment of Educational Progress (NAEP)

PURPOSE The primary goal of the National Assessment of Educational Progress is to measure change over time in the knowledge, understanding, skills and attitudes of young Americans in a number of different subject areas, at four different age levels, and in various demographic and socioeconomic subgroups. National probability samples of 9-, 13-, and 17-year-old students, and periodically young adults aged 21-36 are administered sets of exercises assessing their ability to perform certain tasks or answer certain questions in a given subject area. Each exercise reflects a previously defined educational goal or objective. The subject areas that are assessed include reading, writing, mathematics, and science, and, on occasion, special topics such as health knowledge or computer concepts. Past assessments also covered the subjects of citizenship, social studies, literature, art, music, and career and occupational development; but the frequency with which these "non-basic" subjects will be assessed in the future is undetermined at present.

SPONSORSHIP Since 1979, the National Assessment has been funded by the National Institute of Education (NIE) of the U.S. Department of Education. Prior to that time, the Assessment was supported by the National Center for Education Statistics (1974-79) and, before that, by the U.S. Office of Education (1968-74). The earliest assessments (in 1969) were carried out with private as well as federal funding.

From its inception through 1983, NAEP was administered by the Education Commission of the States in Denver, with field work being done by the Research Triangle Institute in North Carolina. The Educational Testing Service (ETS) in Princeton has now assumed responsibility for the administration of NAEP, after carrying out a major redesign study in 1982. The sample design and field work are being done by Westat, Inc. Ultimate authority for deciding what subjects will be assessed and when rests with NAEP's policy committee composed of state political leaders, education officials, scholars, and members of the general public.

National Assessment of Educational Progress (NAEP)

DESIGN

The National Assessment is designed to measure change in the educational attainment of young Americans through the periodic replication of cross-sectional surveys that assess the knowledge of the student population at three age levels (9, 13, and 17) and of the out-of-school, young adult population in the 21-36 age range. The populations covered by the NAEP school-based surveys are students of the appropriate ages who are enrolled during the survey period in public or private schools in the 50 states and the District of Columbia.

The sampling plans for both the school-based and household-based surveys follow multi-stage probability designs. The primary sampling units (PSUs) are counties or groups of counties stratified by region of the country and by the size and type of communities contained within the counties. Within each selected PSU, schools are sampled from a list of all schools that is stratified by size and socioeconomic level. Within each selected school, students are randomly selected from lists of all students of the target ages and randomly assigned to one of the assessment packages scheduled for that school.

Between 75,000 and 100,000 young people are assessed in each survey year. However, each person in the assessment sample receives only a subset of the exercises designed for his or her age group. Indeed, within each age group and year, the number of people taking any given exercise ranges from about 1,900 to 2,800. This is because National Assessment was not originally designed to develop composite achievement scores for individual students, but only to estimate the proportion of persons in an age group, and in certain demographic and socioeconomic subgroups, who could respond correctly to an exercise or set of exercises.

PERIODICITY

The original plan for NAEP called for nationwide surveys to be conducted every year, with ten different subject areas being assessed on a rotating schedule, so that each subject would be assessed at least once every three to six years. The plan has since been altered, first by budgetary constraints and shifting educational priorities and, more recently, by the design modifications instituted by the Educational Testing Service. National field work is now carried out every other year, with developmental work and smaller-scale special studies being conducted in the alternate years. The school-based surveys of 9-, 13-, and 17-year-olds are conducted more frequently than the household-based surveys of young adults.

National Assessment of Educational Progress (NAEP)

After the 1983-84 academic year, the 15th year that NAEP has been in operation, four rounds of testing will have been completed in reading and writing, and three in science and mathematics. Fewer assessments have been conducted in the other six subject areas (see chart below). ETS now plans to carry out assessments in reading every two years, and assessments in the other two basic areas of writing and mathematics every four years, in alternate waves. Science will probably also be assessed every four years.

ETS had proposed to cover four subject areas in every biennial field year, so that the remaining, "non-basic" subjects could be assessed at least once every eight years. At present, however, there are no firm plans to assess the arts, humanities, or social science subjects in the immediate future.

Subject	Completed Assessments	Planned Assessments
Reading	70-71,74-75,79-80,83-84	85-86,87-88,89-90, etc.
Writing	69-70,73-74,78-79,83-84	87-88,91-92,95-96, etc.
Mathematics	72-73,77-78,81-82	85-86,89-90,93-94, etc.
Science	69-70,72-73,76-77	85-86,89-90,93-94, etc.
Citizenship	69-70,75-76,81-82(partial)	-
Social Studies	71-72,75-76,81-82(partial)	-
Literature	70-71,79-80	-
Music	71-72,78-79	-
Art	74-75,78-79	-
Career and Occupational Development	73-74	-
Computer Understanding		85-86
Young Adult Literacy Assessment (21-25)		85-86

CONTENT

National Assessment gathers a great deal of specific information about what students know and can do in each area at the different assessment ages. Because NAEP regards the development of positive attitudes toward the various learning areas as an important educational outcome, affective exercises and attitude survey questions are included in each assessment. Information is also collected from students about their coursework, reading habits, and participation in extracurricular activities that are relevant to the subject being assessed.

Within each age group, assessment results are typically reported for the nation as a whole and for each of the four broad geographic regions, as well as by sex; race/ethnicity (black, white, Hispanic); parental education level (where known by the student or teacher); and by the size and type of community which the school serves. Three "extreme" types of community ("advantaged-urban," "disadvantaged-urban," and "rural") are defined by an occupational profile of the area served by the school. Other communities are classified by population size.

More recently, assessment results have also been reported by the grade in which the student is enrolled, by the percent of minority enrollment in the school; and by the student's "achievement class." The last variable divides students into quartiles based on their performance on the whole booklet of exercises they take. Particular attention is paid to students in the top and bottom quartiles.

MEASUREMENT OF POVERTY

No measurement of individual-level poverty status is available, since data are gathered from students who are not asked (and generally do not know) about family income level. However, as noted above, "disadvantaged-urban" communities are identified, making possible comparisons between students from such areas and students from other types of community.

LIMITATIONS

The lack of an individual-level poverty measure is the principal limitation of this data set from the standpoint of assessing the links between poverty and educational achievement. By using the community-type measure ("disadvantaged-urban", etc.), some useful analyses can be done; but it will not be possible to determine whether individual-level or community-level poverty is responsible for any associations thus found. The parent education measure may also be used as an indicator of impoverished home environment, but even this measure is not reliably assessed.

The NAEP has some other limitations of a more general nature. To secure the cooperation of state and local agencies, NAEP was deliberately designed to make it difficult if not impossible to use the assessment findings to evaluate the performance of any particular school or school system or even to link assessment results to specific educational practices. However, the features designed to make the program more palatable to school administrators have severely limited the usefulness of the NAEP data base for educational research.

The Educational Testing Service hopes to make NAEP achievement data more useful by developing better composite measures of achievement from the assessment exercises and by collecting additional information about the backgrounds of the students assessed and about their experiences in schools and educational programs. The kinds of student background data ETS hopes to collect include enhanced demographic descriptors; non-NAEP measures of achievement; information about participation in special programs; measures of interests and aspirations; measures of time spent studying, reading, watching TV, in athletics and other activities; and measures of a variety of family status and process characteristics. The kinds of school and program data ETS hopes to collect include measures of the racial, ethnic, and socioeconomic composition of the student body, as well as information about the desegregation history of the school; descriptors of the size and type of school; information about the availability of special programs; about types of curricula, tracking arrangements, and extracurricular activities; measures of resource utilization; and indicators of school climate and image. Whether ETS will be given the license and the resources to collect such data is by no means certain.

AVAILABILITY

More than 200 reports have been published describing NAEP objectives and procedures, the results of specific assessments, and changes over time in student performance. Most of the reports present assessment results in non-technical, summary terms along with straightforward tables that show group results on individual exercises and exercise clusters. There is also a technical report or appendix for each assessment that presents the results in more detail. A catalog of NAEP publications as well as the publications themselves may be obtained from the U.S. Government Printing Office or from: NAEP/ETS; P.O. Box 2923; Princeton, NJ 08541-6710, or call 800/223-0267

Public use tapes are available for all assessments through 1981-82. As currently structured, however, these tapes are difficult to work with. Not only are the secondary analysis possibilities inherently limited by the matrix sampling design, the tapes are laid out in such a way that even for simple analyses of average percent correct, it is often necessary to process from 10 to 30 separate data files. ETS plans to develop more useful public data files for current and future assessments.

National Assessment of Educational Progress (NAEP)

A detailed description of the ETS redesign for National Assessment may be found in NAEP Report 83-1, _National Assessment of Educational Progress Reconsidered: A New Design for A New Era_, by Samuel Messick, Albert Beaton, Frederic Lord, _et al_., March 1983.

Contacts: Educational Testing Service; Princeton, NJ: Archie Lapointe or Protase Woodford, 609/734-5890.

National Institute of Education: Washington, D.C.: Lawrence Rudner, 202/254-6271

To order public use data tapes from earlier assessments: Norma Norris, 609/734-5898.

National Assessment of Educational Progress (NAEP)

CHILD AND FAMILY DESCRIPTORS

Child Characteristics

X_ Age of child
X_ Birth date Month X_ Year X_
X_ Sex of child
X_ Race of child
X_ Hispanic origin
X_ Other origin/ethnicity
X_ Whether enrolled (school-based survey)
X_ Grade enrolled
__ Employment status - age 17
*_ Limiting health conditions
X_ Educational disadvantage/compensatory education

Family Characteristics

__ Age of parents in household: Mother __ Father __
X_ Parent education: (where known) Mother X_ Father X_
__ Race of parents: Mother __ Father __
__ Hispanic origin: Mother __ Father __
__ Other origin/ethnicity: Mother __ Father __
__ Family income
__ Family poverty status
__ Employment status: Mother __ Father __
__ Hours worked: Mother __ Father __
__ Occupation: Mother __ Father __
__ Earnings: Mother __ Father __
__ Welfare status:
__ Number of children in household
__ Children ever born to mother in household
__ Number of parents in household
__ Exact relationship of parents to child
__ Exact relationship of siblings to child
__ Age(s) of siblings
__ Parents' current marital status: Mother __ Father __
__ Parents' marital history: Mother __ Father __
__ Parents' employment history: Mother __ Father __
__ Religion: Mother __ Father __
__ Religiosity
__ National origin
X_ Region of country
X_ Urban/rural residence
X_ Language spoken in home

*Functionally disabled and educable mentally retarded children are excluded from National Assessment samples.

TITLE High School and Beyond (HS & B)

PURPOSE High School and Beyond is a study of the transition from secondary school attendance to early adulthood. It focuses especially on educational factors related to events in the years following high school graduation: post high school education, marriage, work, and family formation.

SPONSORSHIP The study is sponsored by the National Center for Education Statistics. The data are collected by the National Opinion Research Center under a contract to the NCES.

DESIGN The study is based on a national probability sample of 30,030 high school sophomores and 28,240 seniors enrolled in 1,015 public and private schools in the fall of 1980. Students were selected through a two stage stratified sampling plan. In the first stage, schools were stratified by type and several strata were over-sampled. These over-sampled school types were: alternative, Hispanic, high performance private, other non-Catholic private, and black Catholic schools. Catholic and public schools were in regular strata which were not over-sampled. With the exception of over-sampled strata, schools were selected with probability proportioned to estimated enrollment. Within each school 36 seniors and 36 sophomores were randomly selected. (In schools with fewer than these numbers, all were selected into the sample.) The design resulted in a sample which (with the exception of the special strata) is approximately self-weighting. Nevertheless weights have been developed to take account of the over-sampled strata, and differential cooperation rates at the school and student level, as well as other minor sources of sampling error.

Data were collected directly from the students using self-administered questionnaires. In addition, the principal of each school completed a questionnaire providing information about the school. Teachers also filled out forms concerning their knowledge about and evaluations of students in the sample. A subsample of about 3,500 students in each cohort was selected and information was gathered from their parents.

High School and Beyond (HS & B)

PERIODICITY

High School and Beyond is a longitudinal study in which the first wave of data was collected in 1980. The first follow-up was conducted in 1982 and the second took place in 1984. Additional waves are planned every two years through 1990. A new sophomore cohort (of about 25-30 thousand) is planned for 1988. This survey is also part of a larger program of data collection which includes the National Longitudinal Study of the High School Class of 1972. The latter survey was based on a national sample of seniors. Four waves of data have been collected from 1972 to 1979. Another follow-up is planned for 1986. The questionnaires for the High School and Beyond survey were based largely on those of this earlier study so comparisons between the senior cohorts of 1972 and 1980 are possible.

CONTENT

The student questionnaires focus primarily on educational topics but also contain questions on social and demographic characteristics, personality characteristics, political and social attitudes and family environment. Educational topics include coursework, performance (including test scores), plans and aspirations for college, the influence of peers, parents, and teachers on educational goals, school-related activities, and attitudes toward school.

The parent questionnaire focuses primarily on the financing of higher education. It also includes questions on social and demographic characteristics of the family, home supports for education, and the occupational, family, and educational aspirations of parents for the students. A number of different files are available for secondary analysis. These are described below.

School File. The School File contains base-year school questionnaire responses that were provided by administrators in 988 public, Catholic, and other private schools. Each record has a total of 237 variables. The questionnaire focused on a number of school characteristics, including: type and organization, enrollment, faculty composition, instructional programs, course offerings, specialized programs, participation in Federal programs, faculty characteristics, funding sources, discipline problems, teacher organizations (e.g., unions), and grading systems.

Language File. The Language File contains information on each student who reported some non-English language experience either during childhood or at the time of the survey. This file contains 11,303 records (sophomores and seniors combined), with 42 variables for each student.

Parent File. The Parent File contains questionnaire responses from the parents of about 3,600 sophomores and 3,600 seniors who are on the Student File. Each record on the Parent File contains a total of 307 variables. Data on this file include parents' aspirations and plans for their children's post-secondary education.

Twin and Sibling File. The Twin and Sibling File contains responses from sampled twins and triplets; augmented data on twins and triplets of sample members; and from siblings in the sample. This file (2,718 records) includes all of the variables that are on the HS&B student file, plus two additional variables (family ID and SETTYPE -- type of twin or sibling).

Teachers' Comments File. The Sophomore Teacher File contains responses from 14,103 teachers on 18,291 students from 616 schools. The Senior Teacher File contains responses from 13,683 teachers on 17,056 students from 611 schools. At each grade level, teachers had the opportunity to answer questions about HS&B-sampled students who had been in their classes. The typical student in the sample was rated by an average of four different teachers.

Friends' File. The Friends' File contains identification numbers of students in the HS&B sample who were named as friends of other HS&B-sampled students. Each record contains the ID of sampled students and ID's of up to three friends. Linkages among friends can be used to investigate the sociometry of friendship structures, including reciprocity of choices among students in the sample, and for tracing friendship networks.

Sophomore File. The First Follow-Up Sophomore File contains responses from 28,737 students and includes both base-year and first follow-up data. This file includes information on school, family, work experiences, educational and occuptional aspirations, personal values, and test scores of sample participants. Students are also classified as to high school status as of 1982 (i.e., dropouts, same school, transfer, or early graduate).

Senior File. The First Follow-Up Senior File contains responses from 11,995 individuals and includes both base-year and first follow-up data. This file includes information from respondents concerning their high school and post-secondary experiences and their work experiences.

MEASUREMENT OF POVERTY

Except for the subsample of students whose parents were interviewed, data on parent income were collected from the students themselves. Analyses have shown that student reports of income are not especially biased (either for all students or by race/ethnicity) but that the range of variation is compressed. That is both high and low incomes tend to be underreported. Data on family structure are also gathered, but counts of the numbers of siblings are subject to measurement problems that make the numbers questionable. As a consequence only rough estimates of children in poverty can be constructed from these data. These estimates would probably be low.

LIMITATIONS

The family background data provided by students (such as family income, and parent education and occupation) have been found to be subject to some error when compared with the same information as provided by the parents themselves. For nearly 90% of the sample students are the only source of these data. Family size is also poorly measured. Furthermore, in 1980 many of the demographic variables were located near the end of the student questionnaires. Slow students who were unable to complete the questionnaires in the allotted time were thus unable to provide this basic discriptive information.

The senior sample, based as it is on school children, does not cover the population of school-aged children who are no longer attending school. To a large extent, this problem will be solved as the sophomore cohort is followed and reinterviewed.

Despite the limitations in measuring poverty, this data set is useful in that it is probably the richest source of data about educational experiences, attitudes, and performance.

AVAILABILITY

The documentation and data tapes for the 1980, and 1982 waves of the survey are available directly from the National Center for Education Statistics. Subsequent waves are expected to be made available in a timely fashion as the data are collected.

Contact: Jeffrey Owings
National Center for Education Statistics
U.S. Department of Education
Washington, DC 20202
202/254-7361

High School and Beyond (HS & B)

CHILD AND FAMILY DESCRIPTORS

Child Characteristics

X_ Age of child
__ Birth date Month __ Year __
X_ Sex of child
X_ Race of child
X_ Hispanic origin
X_ Other origin/ethnicity
X_ Whether enrolled
X_ Grade enrolled
X_ Employment status
X_ Limiting health conditions
X_ Educational disadvantage/compensatory education

Family Characteristics

__ Age of parents in household: Mother __ Father __
X_ Parent education: Mother X_ Father X_
__ Race of parents: Mother __ Father __
__ Hispanic origin: Mother __ Father __
__ Other origin/ethnicity: Mother __ Father __
X_ Family income
__ Family poverty status
__ Employment status: Mother __ Father __
__ Hours worked: Mother __ Father __
X_ Occupation: Mother X_ Father X_
__ Earnings: Mother __ Father __
__ Welfare status:
X_ Number of children in household
__ Children ever born to mother in household
X_ Number of parents in household
__ Exact relationship of parents to child
__ Exact relationship of siblings to child
X_ Age(s) of siblings (in broad categories relative to child's age)
__ Parents' current marital status: Mother __ Father __
__ Parents' marital history: Mother __ Father __
X_ Parents' employment history: Mother X_ Father __
X_ Religion: (of child) Mother __ Father __
X_ Religiosity (of child)
__ National origin
X_ Region of country
__ Urban/rural residence

TITLE	Study of the Sustaining Effects of Compensatory Education
PURPOSE	In response to questions about policies regarding compensatory education services, the Sustaining Effects Survey was designed to describe the nature, quantity, and environment of compensatory education programs in U.S. elementary schools, and to study the sustained effects of these programs on basic cognitive skills.
SPONSORSHIP	The study was carried out by System Development Corporation under contract to the Office of Planning, Budgeting and Evaluation of the U.S. Office of Education.
DESIGN	The study actually comprises several substudies, focusing on different aspects of compensatory education. *Longitudinal Study.* Using a national sample of public elementary schools, this study gathered information about school instructional practices and student achievement in English and mathematics over a three year period. *Cost/Effectiveness Study.* The cost of services and resources devoted to English and mathematics instruction was determined and related to student achievement to assess the effectiveness of programs. *Participation Study.* Through home visits with a subsample of students from the schools in the survey data were gathered on economic status and education attitudes. This information was used to determine the relationship between economic status, educational need, and instructional services. *Summer Study.* This study examined the effectiveness of summer school programs, using information collected from students about their summer school experiences. *Successful Sites Study.* To identify factors associated with successful efforts to raise levels of achievement in reading and mathematics in educationally disavantaged students, observational and interview data were collected from schools deemed to have unusually effective programs. The sample was drawn using a multistage probability approach. The universe was defined as public schools having at least one of grades 1 through 6. Using a list of Local Education Agencies, (LEAs) over 5000 schools were selected in two stages, based on strata for region, size of LEA, and poverty status of LEA. From short

Study of the Sustaining Effects of Compensatory Education continued

questionnaires sent to these schools, eligibility to participate in the study was determined. From the eligible schools (4,750), 328 were selected as follws:

Representative sample--242 in a representative sample of all eligible schools;

Comparison sample--29 schools with high poverty rates but low compensatory education funding;

Nominated sample--43 schools exemplifying promising approaches to compensatory education;

Feeder sample--14 schools not having all of grades 1 to 6 and which feed students to or receive them from 14 similar schools in the representative and comparison samples.

The representative sample comprised 219 school districts, 242 schools, 3578 teachers, and 81,450 students in grades 1-6.

PERIODICITY The study was short-term-longitudinal. Data were collected from the fall of 1976 through the spring of 1979. Student data were gathered in the fall and spring of each school year. Family data and summer-school data were gathered in 1977.

CONTENT The multi-faceted nature of this study has resulted in data at several different levels: the student; his or her family; the instructional program; the school; and the district. The student data focused on mathematics and English achievement, school attitudes, school participation and attendance, and participation in compensatory education. The family data focused on attitudes toward education and the school's program, and economic status. At the instructional level data were collected on reading and mathematics programs and summer school programs, as well as background characteristics of teachers. School data included sources of and allocation of funds and other resources, especially those having to do with reading, mathematics, and compensatory education; background characteristics of the principal; and usual practices in school administration and staffing. At the district level data were collected on the size and composition of the district and its schools, and the source and allocation of resources. Especially detailed information was gathered on the districts particiption in Title 1 and other compensatory education programs, and how available funds are allocated to individual schools.

Study of Sustaining Effects of Compensatory Education
continued

MEASUREMENT OF POVERTY	Data from the household questionnaire permit the calculation of the family's status with regard to the officially defined poverty line. At the district level, an estimate by the district superintendent of the proportion of students meeting Title 1 poverty criteria is provided.
LIMITATIONS	The study is a good source of information about the relationships among poverty status, educational disadvantage, receipt of compensatory education services, and educational achievement among elementary students in public schools. However the data on family characteristics (other than income) is weak. It is not possible to clearly identify the child's parents nor, therefore family structure. Furthermore the study is restricted to the elementary age population attending public schools. For these reasons it is not a good source of information on the nature of childhood poverty more generally. Finally, having been conducted only once (albeit over a 3-year span), this study is not a good source of trend data relating to poverty. The most recent data from this study are now over five years old.
AVAILABILITY	Results from the study are thoroughly presented in a series of 13 technical reports published between 1977 and 1981 by the System Development Corporation, 2500 Colorado Avenue, Santa Monica, California 90406. The actual data files and documentation are available from the Machine Readable Archives Division of the National Archives, Pennsylvania Avenue at 8th Street, N.W., Washington, D.C., 20408 Contact: Lopez Gomez (202) 523-3267. The data are organized in 289 files on 9 reels of tape.

Study of the Sustaining Effects of Compensatory Education

CHILD AND FAMILY DESCRIPTORS

Child Characteristics

X_ Age of child
__ Birth date Month __ Year __
X_ Sex of child
X_ Race of child
X_ Hispanic origin
__ Other origin/ethnicity
X_ Whether enrolled (all are enrolled)
X_ Grade enrolled
__ Employment status
__ Limiting health conditions
X_ Educational disadvantage/compensatory education

Family Characteristics

X_ Age of parents in household: Mother X_ Father X_
X_ Parent education: Mother X_ Father X_
X_ Race of parents: * Mother __ Father __
X_ Hispanic origin: * Mother __ Father __
X_ Other origin/ethnicity: * Mother __ Father __
X_ Family income
X_ Family poverty status
X_ Employment status: Mother X_ Father X_
X_ Hours worked: Mother X_ Father X_
X_ Occupation: Mother X_ Father X_
X_ Earnings: Mother X_ Father X_
X_ Welfare status:
X_ Number of children in household
__ Children ever born to mother in household
X_ Number of parents in household
__ Exact relationship of parents to child
__ Exact relationship of siblings to child
__ Age(s) of siblings
__ Parents' current marital status: Mother __ Father __
__ Parents' marital history: Mother __ Father __
X_ Parents' employment history: Mother X_ Father X_ (For 1974-76)
__ Religion: Mother __ Father __
__ Religiosity
__ National origin
__ Region of country
__ Urban/rural residence

* of respondent

Note: Data are collected for the "man of the house" and the "woman of the house". While in most cases these individuals will be the child's father and mother, it is not possible to verify this.

TITLE Equality of Educational Opportunity Survey

PURPOSE As part of the Civil Rights Act of 1964, Congress mandated a study of the lack of educational opportunity because of race, religion, or national origin. As designed, the study addressed itself to four topics: the degree of racial/ethnic segregation; the equality of educational opportunity in other respects; levels of student achievement; and the relationship between achievement and school characteristics.

SPONSORSHIP The study was carried out by the National Center for Education Statistics. Actual data collection was done by the Educational Testing Service, under a contract.

DESIGN The survey was based on a 5 percent national probability sample of public elementary and secondary schools in the U.S. A two-stage, self-weighting, stratified cluster sample was used. At the first stage selections were made of Primary Sampling Units (PSUs) that were defined as counties and Standard Metropolitan Statistical Areas. The second stage sampling units were public high schools within the selected PSUs. The selection of a high school meant that all elementary schools feeding that high school were also included. Before selection, schools were stratified by the percentage of non-white students. Schools with higher proportions of minority students were then oversampled so that over 40 percent (rather than 10 percent) of the final sample of students were minority group members.

The cooperation rate at the school level was 70%. Altogether about 4,000 schools participated. From participating schools, only students from grades 1, 3, 6, 9, and 12 were included. In this way a range of grades was tapped while avoiding the need to gather data at all grade levels. Altogether 650,000 students were surveyed.

Separate questionnaires were administered to students, teachers, principals, and superintendents. However, for first graders the student questionnaires were filled out for them by teachers.

PERIODICITY The data were collected only once, in the fall of 1965.

Equality of Educational Opportunity Survey

CONTENT

From students information was gathered on: demographic characteristics; family background, including socioeconomic status and family interest in education; attitude toward school; race relations attitudes; social and personal values; school achievement in reading, mathematics, and general knowledge. The teacher questionnaire covered demographic characteristics; training; experience; attitudes toward job, school, and race relations. The principals provided most of the data about the schools, including: facilities; staff; curriculum; programs and activities; composition. Finally, the superintendent provided information about the district school system including expenditures and administration.

MEASUREMENT OF POVERTY

There is no measure of poverty or of family income more generally. At best, socioeconomic status can be estimated using data on parent occupational status and education.

LIMITATIONS

The data from this study are now quite old. It is a one-time study, though it resembles in many aspects of its design and data the Sustaining Effects Study conducted a decade later. No data were collected from parents. The only home background information available was provided by the student (or, in the case of first graders, the teacher). Consequently, no income data was gathered and even data on parent education and employment is likely to be subject to a good deal of unreliability, especially for students in the lower grades. Despite these limitations, the data set is useful as a pre-Title 1 baseline survey of student achievement.

AVAILABILITY

For information about the availability of the data contact:

The National Center for Education Statistics
Data Systems Branch
1200 19th Street, NW
Washington, DC 20036
(202) 254-6245

or

The Educational Testing Service
Rosedale Road
Princeton, NJ 08541
(609) 734-5890

Equality of Educational Opportunity Survey

CHILD AND FAMILY DESCRIPTORS

Child Characteristics

X_ Age of child
__ Birth date Month __ Year __
X_ Sex of child
X_ Race of child
X_ Hispanic origin
X_ Other origin/ethnicity
X_ Whether enrolled (all are enrolled
X_ Grade enrolled by sample design)
__ Employment status
__ Limiting health conditions
X_ Educational disadvantage/compensatory education

Family Characteristics

__ Age of parents in household:	Mother __	Father __
X_ Parent education:	Mother X_	Father X_
__ Race of parents:	Mother __	Father __
__ Hispanic origin:	Mother __	Father __
__ Other origin/ethnicity:	Mother __	Father __
__ Family income		
__ Family poverty status		
X_ Employment status:	Mother X_	Father X_
__ Hours worked:	Mother __	Father __
X_ Occupation:	Mother __	Father X_
__ Earnings:	Mother __	Father __
__ Welfare status:		
X_ Number of children in household		
__ Children ever born to mother in household		
X_ Number of parents in household		
X_ Exact relationship of parents to child		
_ Exact relationship of siblings to child		
X_ Age(s) of siblings (Number of older siblings)		
__ Parents' current marital status:	Mother __	Father __
__ Parents' marital history:	Mother __	Father __
__ Parents' employment history:	Mother __	Father __
__ Religion:	Mother __	Father __
__ Religiosity		
X_ National origin		
X_ Region of country		
X_ Urban/rural residence		

TITLE Survey of Income and Education

PURPOSE The survey was conducted to provide intercensal estimates of the number of children 5 to 17 years old living in families with incomes below the poverty line. Estimates by state and major Standard Metropolitan Statistical Areas were generated to provide the data for adjusting federal education aid (primarily Title 1) to states and localities. A secondary goal of the survey was to estimate the number of children in each state in need of bilingual education.

SPONSORSHIP The study was mandated by Congress. The U.S. Department of Health, Education and Welfare was responsible for carrying out this mandate. The actual data collection was done by the U.S. Bureau of the Census acting as agent for the Department.

DESIGN Data were collected from a household sample using a multistage cluster design. Independent samples were selected in each of the 50 states and the District of Columbia. In each state primary sampling units (PSUs) were defined using city and county boundaries. PSUs were grouped into strata according to estimates of the proportion of children 5-17 years old living in poverty. PSUs were selected from each stratum, and a sample of housing units was selected from each selected PSU.

Altogether, 158,475 occupied households were selected and interviews were conducted in 151,170 of these, giving a completion rate of 95%. The number of completed interviews per state ranged from 1,380 (South Carolina) to 4,694 (New Jersey). These households represent the civilian non-institutional population of the United States and approximately 1.03 million members of the Armed Forces living off-base or with their families on-base.

Data were collected through personal interviews with an adult respondent in each household.

PERIODICITY The survey was conducted once, in 1976. Interviews took place in April through June, the bulk of the interviewing being done in the middle two months.

Survey of Income and Education

CONTENT

The survey collected both individual and household data. Household data include family and household composition, family income, assets, poverty status, receipt of benefits, migration, and language spoken. Individual data include age, sex, race, ethnicity, marital status, limiting conditions, employment status, income, receipt of benefits, educational status, migration, and language spoken.

MEASUREMENT OF POVERTY

The data on income and family composition are used to classify the family as being above or below the officially defined poverty level.

LIMITATIONS

The survey was conducted only once, in 1976. While income and poverty comparisons can be made to 1970 and 1980 Census data, and to Current Popultion Survey figures, there are slight differences in the way income was defined and data were collected in these various sources. The lack of detailed information about family relationships means that family structure cannot be specified with as much precision as would be desirable. The public use file is packaged as nine files, each corresponding to a census division. Consequently, national data would have to be aggregated from nine separate files or the files would need to be merged. However, the National Center for Education Statistics has prepared a unified extract focusing on elementary and secondary education.

AVAILABILITY

The data are available on 9 files organized hierarchically (household, family, individual). These micro data files are available from the Bureau of the Census through:

Customer Services Branch
U.S. Bureau of the Census
Washington, D.C. 20233
(301) 763-4100

The National Center for Education Statistics has prepared an extract that is organized as one rectangular file at th individual level. It contains 90 variables focussing mainly on education and income, but leaving out much of the labor force data. This extract file may be obtained from:

John Dusatko, Data Systems Branch
National Center for Education Statistics
1200 19th Street, N.W.
Washington, D.C. 20036
(202) 254-6245

Survey of Income and Education

CHILD AND FAMILY DESCRIPTORS

Child Characteristics

X_ Age of child
X_ Birth date Month X_ Year X_
X_ Sex of child
X_ Race of child
__ Hispanic origin*
__ Other origin/ethnicity*
X_ Whether enrolled
X_ Grade enrolled
X_ Employment status (only for those age 14 or over)
X_ Limiting health conditions
__ Educational disadvantage/compensatory education

Family Characteristics

X_ Age of parents in household: Mother X_ Father X_
X_ Parent education: Mother X_ Father X_
X_ Race of parents: Mother X_ Father X_
X_ Hispanic origin: Mother X_ Father X_
X_ Other origin/ethnicity: Mother X_ Father X_
X_ Family income
X_ Family poverty status
X_ Employment status: Mother X_ Father X_
X_ Hours worked: Mother X_ Father X_
X_ Occupation: Mother X_ Father X_
X_ Earnings: Mother X_ Father X_
X_ Welfare status:
X_ Number of children in household
__ Children ever born to mother in household
X_ Number of parents in household
__ Exact relationship of parents to child
__ Exact relationship of siblings to child
X_ Age(s) of siblings
X_ Parents' current marital status: Mother X_ Father X_
__ Parents' marital history: Mother __ Father __
__ Parents' employment history: Mother __ Father __
__ Religion: Mother __ Father __
__ Religiosity
X_ National origin
X_ Region of country
X_ Urban/rural residence

* May be approximated by ethnic origin of parents.

Note: Data on parents depend on identifying the parents through a question on the relationship of each household member to the household head. This method does not yield an unambiguous identification of the parent-child pair in all cases.

TITLE	Survey of Economic Opportunity
PURPOSE	The study was conducted to describe the housing standards, and household, family, occupational, and educational characteristics of U.S. families and households. The study focused especially on the poor and near-poor.
SPONSORSHIP	The data were collected by the U.S. Bureau of the Census for the Office of Economic Opportunity.
DESIGN	The study was based on a national probability sample of households in the U.S. The sample was divided into two broad strata: 1) 22,284 households representing all social and economic segments of the household population; 2) 15,760 households drawn from census enumeration districts with disproportionately large non-white populations. (It should be noted that 1,872 families with 1966 incomes below 1.5 times the official poverty line were selected from this sample and became part of the nearly 5000 families in the original Panel Study of Income Dynamics--see the description of the latter study elsewhere in this report.)
PERIODICITY	The data were collected in 1967. However, inasmuch as a subsample was included in the Panel Study of Income Dynamics, longitudinal data for this subset of nearly 2000 families is available for 1967 to the present.
CONTENT	The study covered such topics as household composition, family structure, labor force status, duration of unemployment, occupation, sources of income, earnings, poverty status, educational attainment, and birth expectations.
MEASUREMENT OF POVERTY	The income data collected in the survey are of sufficient detail to permit calculation of the poverty status of each family according to the official poverty line.

Survey of Economic Opportunity

LIMITATIONS The survey is primarily oriented around families and households, so limited data are available on children themselves. In particular, data on children's educational performance and participation are lacking. Also, the survey is old, having been conducted in 1967. However, the study is strong in the area of income data; it has an oversample of low-income families; and a subsample of this survey became part of the longitudinal Panel Survey of Income Dynamics, which continues to collect data on these families.

AVAILABILITY A public-use microfile and documentation is available on tape from:

Machine Readable Archives Division
US National Archives and Records Service
Washington, D.C. 20408
(202) 523-3267

A complete bibliography of materials relating to the survey may be obtained from:

Survey of Economic Opportunity Clearinghouse
University of Wisconsin
Madison, Wisconsin

Survey of Economic Opportunity

CHILD AND FAMILY DESCRIPTORS

Child Characteristics

X_ Age of child
__ Birth date Month __ Year __
X_ Sex of child
X_ Race of child
__ Hispanic origin
__ Other origin/ethnicity
__ Whether enrolled
__ Grade enrolled
__ Employment status
__ Limiting health conditions
__ Educational disadvantage/compensatory education

Family Characteristics

__ Age of parents in household: Mother __ Father __
X_ Parent education: Mother __ Father __
X_ Race of parents: Mother __ Father __
__ Hispanic origin: Mother __ Father __
__ Other origin/ethnicity: Mother __ Father __
X_ Family income
X_ Family poverty status
X_ Employment status: Mother __ Father __
__ Hours worked: Mother __ Father __
X_ Occupation: Mother __ Father __
X_ Earnings: Mother __ Father __
__ Welfare status:
X_ Number of children in household
__ Children ever born to mother in household
X_ Number of parents in household
__ Exact relationship of parents to child
__ Exact relationship of siblings to child
__ Age(s) of siblings
X_ Parents' current marital status: Mother __ Father __
__ Parents' marital history: Mother __ Father __
__ Parents' employment history: Mother __ Father __
__ Religion: Mother __ Father __
__ Religiosity
__ National origin
X_ Region of country
X_ Urban/rural residence

TITLE	Consumer Expenditure Survey
PURPOSE	Data from the Consumer Expenditure Survey (CES) are collected to revise the Consumer Price Index (CPI) and to provide timely and detailed information on the consumption patterns of different kinds of families. Rapidly changing economic conditions and use of the CPI to adjust numerous prices and benefits have emphasized the need for more frequent data collection. Thus the CES has become an ongoing survey. The Interview Survey, conducted quarterly, collects detailed information on that 60-70 percent of expenditures which respondents can be expected recal over a 3-month period and some information on other purchases. The Diary Survey obtains data on all purchases made during a week and provides detailed information on small, frequently purchased items.
SPONSORSHIP	The Bureau of Labor Statistics, Department of Labor, plans the data collection effort, while the Bureau of the Census conducts the survey.
DESIGN	Five thousand consumer units, defined in terms of financial independent, are interviewed in the Diary Survey, and another independent sample of 5,000 consumer units are interviewed in the panel survey. A "respondent" is a consumer unit. Five people living together constitute 5 units, if they are financially independent. A family is one consumer unit. Households in the CES represent the total civilian non-institutionalized population. This nationally representative probability sample includes all 50 states and the District of Columbia. Off-base military are covered. In the panel, data are collected every three months by means of an in-person interview. In the diary sample, a diary is left for the respondent to complete in each of two consecutive weeks. Each consumer unit remains in the Interview Survey for 5 quarters, thus across-time data are available.
PERIODICITY	Surveys were initiated long ago and have continued. Survey years were: 1888-91; 1901; 1917-19; 1935-36; 1941-42; 1950; 1960-61; 1972-73. The new continuing CES program began in late 1979. The CES is a continuing survey in which 20 percent of respondents are replaced each quarter.

Consumer Expenditure Survey

CONTENT The survey collects data on expenditures, sources and amounts of income, net changes in and value of assets and liabilities, and goods and services received without direct expense. Though focused on consumption, data are collected on a number of characteristics of the consumers, including age, race, and sex of children, and family structure.

MEASUREMENT OF POVERTY The Consumer Expenditure Survey collects the necessary data on family income, family structure, and residence to allow classification of families by the official definition of poverty.

LIMITATIONS The survey is organized around consumer units, not individuals, so analyses focused on children as the unit of analysis require reorganization of the data file. While basic demographic and family characteristics are measured, these topics are not treated in any depth. Education of children is not covered at all. Nevertheless, the detailed data on income _and_ assets provides the basis for analyses of poverty using alternative definitions. Furthermore, the series of data collections, though irregular until recently and not always comparable, is a long series, permitting some comparisons to be made to much earlier decades.

AVAILABILITY Both regular publications and a public use tape are prepared. As the data are available, a major publication is issued for each year by the Superintendent of Documents, Government Printing Office, Washington, DC 20402. A description of the 1980-81 Diary Survey is available for $4.50. A publication summarizing results from the panel household survey is planned for December, 1984. Public use tapes are made available a few weeks after a summary publication (such as the one described above) is issued. The Diary Survey tape is available for $160. Tapes from the household survey should be available in February, 1985. Order forms can be obtained from the Bureau of Labor Statistics, Division of Planning and Financial Management, Washington, DC 20212. For further information on the survey, publications, an data tapes, write the Division of Consumer Expenditure Studies, 600 E St., N.W., Room 4216, Washington, DC 20212, or call 202/272-5060.

Consumer Expenditure Survey

CHILD AND FAMILY DESCRIPTORS

Child Characteristics

X_ Age of child
X_ Birth date Month __ Year __
X_ Sex of child
X_ Race of child
X_ Hispanic origin
__ Other origin/ethnicity
__ Whether enrolled
__ Grade enrolled
X_ Employment status, if 14 and older
__ Limiting health conditions
__ Educational disadvantage/compensatory education

Family Characteristics

__ Age of parents in household: Mother __ Father __
__ Parent education: Mother __ Father __
__ Race of parents: Mother __ Father __
__ Hispanic origin: Mother __ Father __
__ Other origin/ethnicity: Mother __ Father __
X_ Family income
X_ Family poverty status
X_ Employment status: Mother __ Father __
X_ Hours worked: Mother __ Father __
X_ Occupation: Mother __ Father __
X_ Earnings: Mother __ Father __
X_ Welfare status: yes/no and $ amt.
X_ Number of children in household
__ Children ever born to mother in household
X_ Number of parents in household
__ Exact relationship of parents to child
__ Exact relationship of siblings to child
__ Age(s) of siblings
X_ Parents' current marital status: Mother __ Father __
__ Parents' marital history: Mother __ Father __
__ Parents' employment history: Mother __ Father __
__ Religion: Mother __ Father __
__ Religiosity
__ National origin
X_ Region of country
X_ Urban/rural residence

TITLE	The National Survey of Children
PURPOSE	The National Survey was designed to be a broad assessment of the physical, social, and psychological characteristics of U.S. children, and of the family and neighborhood circumstances in which they were growing up. A follow-up assessment, conducted 5 years after the first survey, continued these goals and also focused on the effects of marital disruption on children.
SPONSORSHIP	The study was supported by the Foundation for Child Development and (for the second wave only) the National Institute of Mental Health. Data were collected in both waves by Temple University's Institute for Survey Research. The first wave was designed and directed by the Foundation, and the second by Child Trends, Inc.
DESIGN	The first wave of the survey was based on a multi-stage stratified probability sample of 7-11 year old children in the U.S. in 1976. Up to two children per household were eligible to be in the survey. In all, data were gathered on 2,301 children from 1,747 households. Black households were oversampled to produce approximately 500 black participants. The data were weighted to correct for this oversampling and other minor differences between sample and census estimates by age, sex, and place of residence. Data were collected by personal interviews with the children themselves, the parent most knowledgeable about the child (usually the mother) and by self-administered questionnaires completed by the children's teachers. Teacher-provided data were obtained for 1,682 children. The second wave, carried out in 1981 followed a subsample of the children: all those from disrupted or high conflict families as of 1976, and a subsample of the rest. At that time the children were 12-16 years old. Data were gathered from 1,423 children. Again, data were collected through interviews (by telephone ths time) with the children and a parent and through self-administered questionnaires sent to teachers. Weights were developed to correct for differential subsampling rates and differential completion rates.
PERIODICITY	The first wave was conducted in 1976-77; the second in 1981.

CONTENT

The surveys cover a wide range of child and family characteristics. Broadly, these include physical health, social development, educational performance and participation, use of special school resources, psychological health and functioning, parent-child relationships, attitudes and self-esteem, behavior problems, family size and composition, family income and education, marital and residential histories, and plans and aspirations. The second wave covered much the same material as the first, with an added emphasis on circumstances surrounding and effects of marital disruption.

MEASUREMENT OF POVERTY

Family income was collected in terms of categories representing ranges of income. With this data and information on family composition children can be classified using an approximation to the official poverty definition.

LIMITATIONS

Since this is a short-term longitudinal survey, rather than a repeated cross-sectional survey, it is not a good source of data on trends in childhood poverty. Its usefulness for this purpose is further reduced by the modest sample size, limited age range, and approximate measure of poverty. On the educational side, the survey contains detailed data on need for and use of special school resources, especially remedial resources. However, it does not indicate whether such resources are supported through Title 1. Despite these limitations, the survey is a rich source of educational and family background data, permitting analyses linking educational outcomes and needs to family income, family structure and other intervening and antecedent variables.

AVAILABILITY

The 1976 data are available from:

Child Trends, Inc.
1990 M Street, NW, #700
Washington, DC 20036
(202) 223-6288

The 1981 data are not as yet available but should be fairly soon.

National Survey of Children

CHILD AND FAMILY DESCRIPTORS

Child Characteristics

X_ Age of child
X_ Birth date Month X_ Year X_
X_ Sex of child
X_ Race of child
X_ Hispanic origin
X_ Other origin/ethnicity
X_ Whether enrolled
X_ Grade enrolled
X_ Employment status (1981 survey)
X_ Limiting health conditions
X_ Educational disadvantage/compensatory education

Family Characteristics

X_ Age of parents in household: Mother X_ Father X_
X_ Parent education: Mother X_ Father X_
X_ Race of parents: Mother X_ Father X_
X_ Hispanic origin: Mother X_ Father X_
X_ Other origin/ethnicity: Mother X_ Father X_
X_ Family income
X_ Family poverty status
X_ Employment status: Mother X_ Father X_
X_ Hours worked (full/part-time) Mother X_ Father X_
X_ Occupation: Mother X_ Father X_
__ Earnings: Mother __ Father __
X_ Welfare status:
X_ Number of children in household
X_ Children ever born to mother in household
X_ Number of parents in household
X_ Exact relationship of parents to child
X_ Exact relationship of siblings to child (second eligible child only)
X_ Age(s) of siblings
X_ Parents' current marital status: Mother X_ Father X_
X_ Parents' marital history: Mother X_ Father X_
__ Parents' employment history: Mother __ Father __
X_ Religion (of parent respondent) Mother __ Father __
X_ Religiosity
X_ National origin
X_ Region of country
X_ Urban/rural residence

TITLE National Health and Nutrition Examination Survey (NHANES)

PURPOSE The National Health and Nutrition Examination Survey, like its predecessor program, the Health Examination Survey, is a vehicle for collecting and disseminating medical and biometric data on the U.S. civilian noninstitutional population; data of the sort that can best be obtained by direct physical examination, clinical and laboratory tests, and related measurement procedures.

The examination surveys have sometimes included measures of intellectual functioning and emotional well-being as well as physical health. Since 1970, the program has also been designed to measure the nutritional status and dietary intake of the population and to monitor changes in that status over time.

SPONSORSHIP The survey program is designed and conducted by the National Center for Health Statistics (NCHS). In some but not all cycles of the survey, initial household interviewing has been done by Census interviewers or contract employees. The rest of the interviewing, as well as history taking, examining, testing, and measuring of survey respondents are usually done by NCHS employees, but contract employees have been used recently.

DESIGN Probability samples of the population are interviewed at home, then examined, tested, and interviewed further in mobile examination centers, where examination procedures can be carried out under uniform and controlled conditions. The general pattern of data collection and limitations in the number of persons who can be examined in a given time span have meant that each cycle of the survey has required 3-4 years to complete.

The samples for all of the cycles of the survey have been multistage, highly clustered probability samples, stratified by geographic region and population density. Persons residing in institutions are not included in the samples. The age range covered by the survey has varied across cycles (see the following section).

The size of the survey sample has also varied. In each of the three cycles of the HES done in the 1960s, the sample size was approximately 7,500, whereas for the two NHANES cycles done in the 1970s, the samples selected for the major nutrition components of the examination contained approximately 28,000 people and yielded about 21,000 examined persons.

Young people were over-sampled for NHANES II. The total number of young people examined in this survey was 9,605: 4,118 children in the 6 months-5 years age range; 3,762 children aged 6-11 years; and 1,725 adolescents aged 12-17 years.

PERIODICITY The dates of the completed Health Examination Surveys and Health and Nutrition Examination Surveys are shown below.

Survey	Age Range Covered	Years Conducted
HES, Cycle I	18-79	1960-62
HES, Cycle II	6-11	1963-65
HES, Cycle III	12-17	1966-70
NHANES I	1-74	1971-74
NHANES I, Augmentation	25-74	1974-75
NHANES II	6 mos.-74	1976-80

The examination program in operation in 1983-84 was Hispanic HANES, a study of the health and utilization status of the Mexican-American population in the Southwest, the Cuban population in Miami, and the Puerto Rican population in New York. The next national survey is being planned for 1987 or 1988.

CONTENT The kinds of information that have been collected in the HES and NHANES are many and varied. Information about nutritional status collected in NHANES has included: data on nutritional intake and eating habits; a battery of hematological and biochemical tests based on blood and urine specimens; careful body measurements of height, weight, and skinfolds; and data on the presence of various clinical signs of nutritional deficiency.

Information about dental health collected in the survey has included: counts of the number of decayed, missing, and filled teeth; and data on the presence of malocclusion and periodontal disease. Other health topics covered in the survey include sensory functioning, communication disorders (such as tests of visual and auditory acuity and speech disorders), pulmonary functioning, and cardiovascular health.

Information about environmental effects on health collected in NHANES has included: the amounts of carbon monoxide present in the blood (carboxyhemoglobin); blood lead levels; the presence of pesticide residues and certain trace elements in the blood; and medical history and test data about allergies.

A battery of psychological tests was administered to the children and adolescents examined in Cycles II and III of the Health Examination Survey. The tests included parts of the Wechsler Intelligence Scale for Children (WISC) and the Wide Range Achievement Test (WRAT); and the Goodenough-Harris Draw-A-Person Test.

Ratings of the behavior of children and adolescents by their parents and teachers were collected in Cycles II and III of the Health Examination Survey.

Each cycle of the survey has collected an extensive set of background data on the examined persons (and, in the case of children, on their parents) including age, sex, race and Hispanic origin, educational attainment, occupation, employment status, family income and poverty status. At ages 12+, pregnancy and menstruation histories are obtained, and questions are asked regarding alcohol, tobacco and drug use.

MEASUREMENT OF POVERTY

The National Health and Nutrition Examination Survey collects the necessary data on family income, family structure, and residence to allow classification of families by the official definition of poverty.

LIMITATIONS

The Health and Nutrition Examination Survey program has several important advantages as a source of data on the health of U.S. children, including those in poverty. It is the only nationwide data program that provides estimates of the health status of the population based on direct examination and testing. Estimates of disease prevalence are not as dependent on the knowledge and reporting of a parent or a physician. Nor are the estimates limited to selected population groups, as is often the case with studies based on screening programs or clinic records. The examination surveys also afford the opportunity to compare interview and questionnaire responses with the results of examination and testing procedures, thus providing "calibration" data on the significance of different types of responses, the overall validity of respondent reporting, and differential bias or distortion in reports concerning certain groups of children.

Unfortunately, the HANES program also has several drawbacks as a source of social indicator data on children. To begin with, the long intervals between completed surveys make the program of little use for tracking short-term changes in child health in relation to poverty status, educational experience, or other variables of interest. The number of specific components in any cycle is limited and the same components are not repeated in all cycles. There is, moreover, a good deal of variation in the wording of survey questionnaires from cycle to cycle, even when the same topics are being covered.

Another limitation of the HANES data sets is the lack of a summary evaluation, based on the full battery of tests and examinations administered, of each person's overall health status.

The estimates of disease prevalence produced by HANES are not dependent on the respondent's ability to remember and report clinical information; however, the medical examiners in HANES must still rely to a substantial degree on the medical history information provided by the respondent, especially for the diagnosis of conditions that are not readily apparent on examination. Thus, some biases associated with the respondent's education level and prior exposure to medical terminology may enter into the HANES data as well.

Despite these limitations, this data series is probably the best source of information about the health characteristics of poor children over time.

AVAILABILITY

Findings from the Health Examination Surveys and the National Health and Nutrition Examination Surveys are presented in Series 11 of the Vital and Health Statistics publication series. Published reports are not issued on a set frequency, but rather made available as completed. The reports are generally organized on a topical basis with the earlier numbers from a survey being descriptive whereas the later numbers are more analytic.

Public use data tapes are also available for all completed cycles of HES and NHANES. Beginning with NHANES I, these tapes have been released to both in-house analysts and the public as soon as final editing has been performed and the necessary documentation prepared. There is an NHANES Data Users' Group that meets regularly in Washington. Tapes can be obtained from the National Technical Information Service, Springfield, Virginia 22761 (703/487-4780).

National Health and Nutrition Examination Survey (NHANES)

Descriptions of the sample design and collection procedures for each cycle of the survey, and copies of all data collection forms, may be found in the following numbers of Series 1 of *Vital and Health Statistics*: Number 4 (Cycle I of HES); 5 (Cycle II); 8 (Cycle III); 10a & b and 14 (NHANES I); and 15 (NHANES II).

Contact: Robert Murphy 301/436-7068

National Health and Nutrition Examination Survey (NHANES)

CHILD AND FAMILY DESCRIPTORS -- NHANES II

Child Characteristics

X Age of child
X Birth date Month X Year X
X Sex of child
X Race of child
X Hispanic origin
__ Other origin/ethnicity
X Whether enrolled
X Grade enrolled
__ Employment status
X Limiting health conditions
X Participation in school nutrition programs
__ Educational disadvantage/compensatory education

Family Characteristics

X Age of parents in household: Mother X Father X
X Parent education: Mother X Father X
X Race of parents: Mother X Father X
X Hispanic origin: Mother X Father X
__ Other origin/ethnicity: Mother __ Father __
X Family income
X Family poverty status
X Employment status: Mother X Father X
__ Hours worked: Mother __ Father __
X Occupation: Mother X Father X
__ Earnings: Mother __ Father __
X Welfare status:
X Number of children in household
X Children ever born to mother (and birth order of subject child, for children aged 6 months-11 years)
X Number of parents in household
__ Exact relationship of parents to child
__ Exact relationship of siblings to child
X Age(s) of siblings
X Parents' current marital status: Mother X Father X
__ Parents' marital history: Mother __ Father __
__ Parents' employment history: Mother __ Father __
__ Religion: Mother __ Father __
__ Religiosity
__ National origin
X Region of country
X Urban/rural residence
X Languages spoken in home

Note: In the medical history portion of NHANES II, a different series of questions was used for children aged 6 months-11 years and adolescents aged 12-17. However, most of the same background items are available for both groups.

TITLE American Housing Survey

PURPOSE The American Housing Survey, formerly the Annual Housing Survey, is a source of up-to-date information on the quality and quantity of America's housing stock. Planners, researchers and policy makers at the national, local and corporate level are provided with data on housing cost, the physical condition of the unit and equipment such as the heating system, on residential mobility, neighborhood services available to residents, and needed improvements for public and private housing of all types in varied locations.

SPONSOPSHIP The survey is funded and designed by the Division of Housing and Demographic Analysis, Office of Policy Development and Research, Department of Housing and Urban Development. Data are collected, tabulated, and published by the Bureau of the Census.

DESIGN The American Housing Survey comprises two separate parts: (1) a national sample of housing units from urban and rural areas; and (2) metropolitan area samples from 60 selected SMSAs, including the largest of the Standard Metropolitan Statistical Areas and many of the smaller, rapidly growing ones, with a quarter of the sample being visited each year.

This is not a survey of individuals or families but of housing units. The respondent is an adult who is knowledgeable about the housing unit, finances, and characteristics of household members. Typically the reference person or their spouse serves as the respondent.

All housing units in all 50 states and the District of Columbia, including vacant units, are represented. A sample of housing units is drawn and interviewers return to the same unit to interview the current residents.

For the national survey, an initial sample of households was drawn in 1973 and is still being followed. New dwelling units are added periodically to represent new construction. In 1983, the national sample was comprised of 76,000 households; but this number will be reduced to 47,000 in 1985 due to budget constraints. A new sample will be drawn in 1984 and these households will be followed over the ensuing decade.

The metropolitan area samples were initially chosen during the mid-1970s. Over 400,000 housing units in 60 cities have been interviewed, 15 cities each year. The number of cities covered is being reduced to 44 due to budget constraints. The new sample will include slightly more than 200,000 housing units, with a quarter continuing to be interviewed annually.

PERIODICITY

The national survey was first conducted in 1973 and was repeated annually until 1981. Beginning in 1983, interviews will be conducted every other year. Reflecting this change, the title of the survey has become the American Housing Survey.

The SMSA survey is and will continue to be conducted on a 4-year cycle, with a quarter of the cities being studied each year.

CONTENT

A great deal of information is collected on the characteristics and condition of the housing unit, the neighborhood, housing costs and household income, and other topics of concern to housing. Information on characteristics of the occupants is also collected.

MEASUREMENT OF POVERTY

The American Housing Survey collects the necessary data on family income, family structure, and residence to allow classification of families by the official definition of poverty.

LIMITATIONS

Because this is survey of housing units, children are a relatively peripheral focus. Children are not the unit of analysis, and only limited information is collected about specific children, about family composition and about topics other than housing. However, the survey data on neighborhood quality may be of some relevance for studying the characteristics of low income areas. Included are questions about the adequacy of neighborhood services, including schools.

AVAILABILITY

Reports based on the American Housing Survey, or from the Annual Housing Survey are available from the Superintendant of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Public use data tapes are available from the Housing Division of the Bureau of the Census, Washington, D.C. 20233 (301/763-2881).

Abt Associates will do computer runs or produce data extracts for users who do not want to use the full tape. Contact Louise Hadden at Abt Associates, 55 Wheeler St.,
Cambridge, MA 02138
617/497-7182

Further information can be obtained from Division of Housing and Demographic Research, Office of the Assistant Secretary for Policy Development and Research, Department of Housing and Urban Development, Washington, DC 20410, 202/755-5630.

American Housing Survey

Child Characteristics

X_ Age of child
X_ Birth date Month X_ Year X_
X_ Sex of child
X_ Race of child
X_ Hispanic origin
X_ Other origin/ethnicity
__ Whether enrolled
__ Grade enrolled
X_ Employment status
__ Limiting health conditions
__ Educational disadvantage/compensatory education

Family Characteristics

X_ Age of parents in household: Mother X_ Father X_
X_ Parent education: Mother X_ Father X_
X_ Race of parents: Mother X_ Father X_
X_ Hispanic origin: Mother X_ Father X_
X_ Other origin/ethnicity: Mother X_ Father X_
X_ Family income
X_ Family poverty status
X_ Employment status: Mother X_ Father X_
__ Hours worked: Mother __ Father __
__ Occupation: Mother __ Father __
X_ Earnings: Mother __ Father __
X_ Welfare status:
X_ Number of children in household
__ Children ever born to mother in household
X_ Number of parents in household
__ Exact relationship of parents to child
__ Exact relationship of siblings to child
__ Age(s) of siblings
X_ Parents' current marital status: Mother X_ Father X_
__ Parents' marital history: Mother __ Father __
__ Parents' employment history: Mother __ Father __
__ Religion: Mother __ Father __
__ Religiosity
__ National origin
X_ Region of country
X_ Urban/rural residence

Note: Data on employment status are obtained for persons 15 and older.

TITLE	Project Talent
PURPOSE	This longitudinal study was designed 1) to analyze the personal, familial, educational, and experiential factors that promote or inhibit the development of cognitive and social skills in high school students; and 2) to better understand influences on career choice and development.
SPONSORSHIP	The data were collected and analyzed by the American Institutes for Research for the National Institute of Education.
DESIGN	The study was based on a national probability sample of U.S. students in grades 9-12. Schools were selected within several strata: type of school (public, parochial, private), geographic location, and--for public schools only--size and retention ratio. Altogether 375,122 students in grades 9-12 from 1,225 schools were surveyed in 1960. Two other samples were also selected : a 15-year-old sample (an augmented sample of 15-year-olds from schools participating in the regular national sample); and a 100% sample of 8-12th grades in Knox County, Tennessee. For the longitudinal component, a 1/28th subsample of the original sample was resurveyed in a series of follow-ups one year, 5 years and 11 years after graduation. Data were collected using tests and questionnaires administered directly to students. The principal provided data on school characteristics.
PERIODICITY	The survey began in 1960. The follow-ups were conducted in 1961-4, 1965-8, 1971-4.
CONTENT	The survey contains data on the student, family and school. Student data cover abilities, knowledge, achievement, plans and aspirations, social skills and dispositions, interests, background characteristics, and employment (primarily in the 11 year follow-up). Family data, provided by the student, cover parent education, family income, family composition, and health. For each school, data were collected on school policies and practices; the physical plant; characteristics of the teaching staff; characteristics of the student body; guidance programs; and characteristics of the community.

MEASUREMENT OF POVERTY

The student provided an estimate of total family income, from which poverty status can be approximated.

LIMITATIONS

The study does not measure poverty well, since it relies on a student's estimate of family income. Analyses of data from the High School and Beyond Survey show students tend to underestimate high incomes and overestimate low ones, leading to a more compact distribution than is actually the case. The Study starts with 9th grade and moves forward; consequently data pertaining to elementary age children are not available. Furthermore, children who have dropped out of school are not covered since the sample is school-based. By twelth grade this is a substantial portion of the appropriate school-age population. Furthermore, the drop-out rates are likely to be somewhat higher in poverty areas. Although the study spans a 15 year period, the same sample was surveyed throughout. Consequently the only way trend data can be obtained from the survey is by making comparisons between the 4 grade levels concerned.

AVAILABILITY

A public use file of a subsample of 4000 of the original participants (1000 from each grade) is available from the Inter-university Consortium for Political and Social Research. (Contact: Member Services, P.O. Box 1248, Ann Arbor, Michigan, 48106. Telephone (313) 763-5010.)

A public use file of the 11th grade class is available from:

Machine-Readable Archives Division
National Archives and Records Service
Washington, D.C. 20408
(202) 523-3267

This file contains data on 2910 persons from all four waves of the survey.

For further information contact:

Lauri Steel, Director
Project Talent Data Bank
American Institutes for Research
Palo Alto, California
(415) 493-3550

Project Talent

CHILD AND FAMILY DESCRIPTORS

Child Characteristics

X_ Age of child
__ Birth date Month __ Year __
X_ Sex of child
__ Race of child
__ Hispanic origin
__ Other origin/ethnicity
X_ Whether enrolled
X_ Grade enrolled
X_ Employment status
__ Limiting health conditions
X_ Educational disadvantage/compensatory education

Family Characteristics

__ Age of parents in household: Mother __ Father __
X_ Parent education: Mother __ Father __
__ Race of parents: Mother __ Father __
__ Hispanic origin: Mother __ Father __
__ Other origin/ethnicity: Mother __ Father __
X_ Family income
__ Family poverty status
__ Employment status: Mother __ Father __
__ Hours worked: Mother __ Father __
__ Occupation: Mother __ Father __
__ Earnings: Mother __ Father __
__ Welfare status:
X_ Number of children in household
__ Children ever born to mother in household
__ Number of parents in household
__ Exact relationship of parents to child
__ Exact relationship of siblings to child
__ Age(s) of siblings
__ Parents' current marital status: Mother __ Father __
__ Parents' marital history: Mother __ Father __
__ Parents' employment history: Mother __ Father __
__ Religion: Mother __ Father __
__ Religiosity
__ National origin
__ Region of country
__ Urban/rural residence

TITLE Youth In Transition Panel Survey

PURPOSE The main objective of this study of young men was to examine the causes and effects of dropping out of high school. Secondary objectives included: to examine the effects of family background on school attitudes and performance; to study differences among schools; to study vocational programs in high schools; and to examine the effects of various post-high school environments. Additional objectives were added as the study progressed. The most important of these was to study young men's plans, attitudes and behaviors regarding military service.

SPONSORSHIP The study was conducted be the Survey Research Center of the University of Michigan's Institute for Social Research under a contract with the Office of Education, Department of Health, Education, and Welfare.

DESIGN The study was based on a national probability sample of 2213 tenth grade boys attending 87 public high schools. Schools were selected first through a multi-stage sampling design. The tenth-grade boys were selected from participating schools. Of the 88 schools originally sampled, 71 agreed to participate. Replacement schools were found for 16 of the 17 schools that refused. Of the 2277 boys selected to participate, 97% (2213) agreed to do so.

Data were collected in the fall of the 10th grade and in the spring of the 11th, and 12th grades, and first post-high school year. Of those boys who began the study in the 10th grade, 73% continued to the end of the study.

Data for the wave were collected through personal interviews with the students, and through the administration of batteries of tests, and self-administered questionnaires. Subsequent data collections used personal interviews and self-administered questionnaires. Data on the school environment were collected from principals, counselors, and teachers in the participating schools.

PERIODICITY The initial sample was drawn and measured in the fall of 1966. Subsequent waves were conducted in the spring, 1968, 1969, and spring to summer, 1970. It should be noted that for those who stayed in school, most graduated in 1969, just after the third wave of data collection.

Youth in Transition Panel Survey

CONTENT

The initial data collected from the youth included tests of ability and academic skills, measures of family background characteristics, information about vocational education, and several outcome measures, including affective states, self-concept, values, attitudes, plans, and behavior. Subsequent data collections repeated many of these measures especially the outcome variables, and examined subsequent education and work activity,m including military service.

MEASUREMENT OF POVERTY

Income as such was not measured in this study. However a scale of Socioeconomic Level was developed based on several measures: father's occupational status, father's educational level, mother's educational level, number of rooms per person, and a checklist of possessions in the home. This measure turned out to be a powerful predictor of educational abilities and outcomes.

Youth in Transition Panel Survey

CHILD AND FAMILY DESCRIPTORS

Child Characteristics

X_ Age of child
__ Birth date Month __ Year __
X_ Sex of child (all are male)
X_ Race of child
__ Hispanic origin
__ Other origin/ethnicity
X_ Whether enrolled
X_ Grade enrolled
X_ Employment status
__ Limiting health conditions
X_ Educational disadvantage/compensatory education (measures ability and performance)

Family Characteristics

__ Age of parents in household: Mother __ Father __
X_ Parent education: Mother X_ Father X_
__ Race of parents: Mother __ Father __
__ Hispanic origin: Mother __ Father __
__ Other origin/ethnicity: Mother __ Father __
__ Family income
__ Family poverty status
__ Employment status: Mother __ Father X_
__ Hours worked: Mother __ Father __
X_ Occupation: Mother __ Father X_
__ Earnings: Mother __ Father __
__ Welfare status:
X_ Number of children in household
__ Children ever born to mother in household
__ Number of parents in household
__ Exact relationship of parents to child
__ Exact relationship of siblings to child
__ Age(s) of siblings
X_ Parents' current marital status: Mother __ Father __
__ Parents' marital history: Mother __ Father __
__ Parents' employment history: Mother __ Father __
X_ Religion: Mother __ Father __
__ Religiosity
__ National origin
__ Region of country
__ Urban/rural residence

III. STATISTICAL PUBLICATIONS

TITLE U.S. Census of Population and Housing (Various Reports)

PUBLISHER Bureau of the Census, U.S. Department of Commerce

FREQUENCY OF PUBLICATION Reports based on the decennial censuses are continually being issued. The majority of reports come out from two to five years after the census is taken.

CONTENT The 1980 census reports are organized into three groups: population census reports (PC) present data on population characteristics (such as age, race, income, poverty, employment, family type); housing census reports present data on housing characteristics (such as number of rooms, value); and population and housing census reports (PHC) display data of both types. Most of these reports are issued for each state and for the U.S. as a whole. In addition to these reports, subject reports and supplementary reports are issued focusing narrowly on specific topics for the U.S. as a whole.

Census reports of particular relevance for children in poverty and education include:

PHC80-2 Census Tracts - provides census tract level data on income, type of income, income below poverty level, and school enrollment (among other topics) by such subjects as age, race, and family type. Individual reports are issued for each state and SMSA.

PC80-1-C General Social and Economic Characteristics - provides data on population subjects, including age, race, sex, family type, school enrollment, educational attainment, employment, income, and poverty status. Separate reports are issued for the U.S. as a whole, the states, and territories.

PC80-1-D Detailed Population Characteristics - covers the same topics as do the General Social and Economic Characteristics reports, but in more detail with more cross-tabulations of variables.

Poverty Status, Household Income (Selected Levels), Labor Force Status - presents data for incorporated places, census tracts, and enumeration districts. Some of these data are contained in PHC80-2 (see above). Available in computer tape or printout form. (Contact George Patterson, 301/763-5682.)

U.S. Census of Population and Housing
(Various Reports - continued)

Related Children 5-17 by Poverty Status and Age - presents data by states and counties. Gives more detailed data that are presented as totals in PC80-1-C (see above). (Contact Arno Winard, 301/763-5790.)

DEFINITION OF POVERTY The official federally-defined criteria for poverty are used.

LIMITATIONS The primary and obvious limitation of the decennial census is that it takes place decennially. Furthermore, reports based on the census, especially those giving more detailed and focused data, do not begin to appear until about the third and fourth years post-census. That it is a complete census is its chief advantage; but this is achieved by keeping the form as short and simple as possible. Reasonably detailed data are only obtained on the long form, which is given to about 22 percent of the households. Even on the long form, the amount of data collected is limited.

Demographic, Income, and Educational Measures

Decennial Census

X_ Age		
X_ Sex		
X_ Race		
X_ Hispanic Origin		
X_ Other Origin/Ethnicity		
X_ Employment Status	X_ Children	X_ Adult
X_ Family Income		
X_ Welfare Status		
X_ Poverty Status*		
X_ Family Size		
X_ Family Structure		
X_ School Enrollment	X_ Children	X_ Adult
X_ Educational Attainment	X_ Children	X_ Adult
__ Educational Disadvantage/Special Education	__ Children	__ Adult
__ Religion		
X_ Region of Country		
X_ Urban/Rural Residence		

TITLE Current Population Reports, Series P-20, P-23, P-25, P-60

PUBLISHER Population Division, Bureau of the Census U.S. Department of Commerce

FREQUENCY OF PUBLICATION Several publications are issued in each series each year. The exact number varies due to the inclusion of some topical reports that appear infrequently or only once. However, several reports of relevance to the topic of education and children in poverty appear with these series annually.

CONTENT P-20 Population Characteristics. This series contains data on the social, demographic, and economic characteristics of persons, families, and households. Reports are issued focusing on special population groups and on special topical areas. Regular reports of relevance for children in poverty and educationally disadvantaged children are:

Household and Family Characteristics (Recent issues: # 291, 311, 326, 340, 352, 366, 371, 381, 388).
School Enrollment--Social and Economic Characteristics of Students (Recent issues: #303, 319, 333, 346, 360, 362, 373, 392, 394).
Marital Status and Living Arrangements (Recent issues: #287, 306, 323, 338, 349, 365, 372, 380, 389).
Educational Attainment (Recent issues: #295, 314, 356, 390).
Population Profile of the United States (Recent issues: #292, 307, 324, 336, 350, 363, 374).

Two special reports in this series, on an analysis of the Survey of Income and Education, are of particular relevance:

Demographic, Social, and Economic Profile of States, 1976 (#334).
Relative Progress of Children in School, 1976 (#337).

P-23 Special Studies. The issues in this series generally provide greater depth of data on more focused topics than the P-20 series. Issues may focus on subpopulations of interest (e.g. blacks, children, the poor) and/or on speicific topics (e.g. illiteracy, child support, welfare benefits). Titles in this series are more likely to be issued only once or irregularly, though a few reports are published on a regular basis. Issues of relevance for children in poverty and educationally disadvantaged children are:

The Social and Economic Status of the Black Population of the U.S. (Recent issues: #54, 80, 130).

Current Population Reports, Series P-20, P-23, P-25, P-60 continued

Characteristics of American Children and Youth (Recent issues: #66,..., 114)
Child Support and Alimony (#106, 112)
Characteristics of Households Purchasing Food Stamps (#61)
Families Maintained by Female Householders: 1970-79 (#107)
Social and Economic Characteristics of the Metropolitan and Nonmetropolitan Population (Recent issues: #55, 75...)
Characteristics of Families Residing in "Poverty Areas" March, 1966 (#19)
Revision in Poverty Statistics, 1959 to 1968 (#28)
Interregional Migration of the Poor: Some Recent Changes (#73)
Characteristics of Households and Persons Receiving Noncash benefits, 1979 (#110)
Estimating After-Tax Money Income Distributions (#126)
After-Tax Money Income Estimates of Households: 1982 (#137)

P-25 Population Estimates and Projections. This series provides estimates of the population of states and the United States for intercensal years, and projections of population into the future. The series contains no economic or social data. However the population data are an essential ingredient for establishing rates (of poverty, or school attendance, for example) and for showing basic demographic trends.
Some recent issues of relevance are:

Estimates of the Population of the United States by Age, Sex, and Race (#721, 800, 870, 917, 949).
Estimates of the Population of States, by Age (#930, 951).
Projections of the Population of the United States by Age, Sex, and Race (#952).

P-60 Consumer Income. This series presents data on the economic characteristics of households, families, and persons. It focuses especially on income, poverty status, and, non-cash benefits. These variables are reported by a variety of social and demographic characteristics, including age, race, education, and family composition. Recent issues of particular relevance for childhood poverty include:

Current Population Reports, Series P-20, P-23, P-25, P-60
continued

Money Income and Poverty Status of Families and Persons in the United States (#110-113, 120, 125, 127, 134, 140, 145).
Characteristics of Households and Persons Receiving Selected Non-cash Benefits (#131, 136, 143).
Characteristics of the Population Below the Poverty Level (#102, 106, 115, 119, 124, 130, 133, 138, 144).
Poverty in the United States (54, 68, 76).
Characteristics of the Low-Income Population (#81, 86, 91, 95, 98).

DEFINITION OF POVERTY

The official federally-defined criteria for poverty are used.

LIMITATIONS

The Current Population Reports are perhaps the best published source of population data on the poor. The data are comparable over time, are regularly published, and provide information on basic social and economic correlates. Some limitations should be noted, however. Education data are collected in October and poverty data in March, so it is not possible to include in the publications information on educational progress of children by poverty status. The data focuses on individual, family, or household poverty and only a little information is provided on low-income areas, and the characteristics of persons in and out of low-income areas by poverty status. Information on non-cash benefits has only recently been given emphasis in these publications. And none of the publications to date has presented data using alternative definitions of poverty. (For census publications that have taken up this issue, see Section IV).

Demographic, Income, and Educational Measures

Current Population Reports

X_ Age		
X_ Sex		
X_ Race		
X_ Hispanic Origin		
X_ Other Origin/Ethnicity		
X_ Employment Status	X_ Children	X_ Adult
X_ Family Income		
X_ Welfare Status		
X_ Poverty Status*		
X_ Family Size		
X_ Family Structure		
X_ School Enrollment	X_ Children	X_ Adult
X_ Educational Attainment	X_ Children	X_ Adult
__ Educational Disadvantage/Special Education	__ Children	__ Adult
__ Religion		
X_ Region of Country		
X_ Urban/Rural Residence		

TITLE	The Condition of Education
PUBLISHER	National Center for Education Statistics, U.S. Department of Education.
FREQUENCY OF PUBLICATION	The Condition of Eduction has been published annually since 1975. The most recent issue is for 1984.
CONTENT	Each issue covers enrollment, performance, and educational resources of the primary, secondary, and higher education levels. In addition, topics of special interest, such as the handicapped, the educationally disadvantaged, and vocational education, are covered periodically. Coverage of the educationally disadvartged or pupils from low income areas is irregular. The 1980 issue contains relatively more data on educationally disadvantaged children participating in Title 1 of the Elementary and Secondary Education Act, and on children in poverty. Especially useful is a table showing receipt of compensatory education by poverty status and by educational status simultaneously. The 1981 issue focuses more than most on eductional disadvantage due to handicaps. Most of the above data are about participants (numbers, proportions) or expenditures. All issues contain data on educational achievement, both in terms of grade advancement, and performance on standardized test scores. Reading and mathematics achievment are especially highlighted.
DEFINITION OF POVERTY	The official federally-defined criteria for poverty are used.
LIMITATIONS	While data on achievement appear in each issue, data on children in poverty, and on educational disadvantage have appeared togther in only one issue (1980). No associated data on social and demographic characteristics of students is provided for poor children, and only limited data for students by level of achievement.

Demographic, Income, and Educational Measures

The Condition of Education 1984

X_	Age		
X_	Sex		
X_	Race		
X_	Hispanic Origin		
X_	Other Origin/Ethnicity		
X_	Employment Status	__ Children	X_ Adult
X_	Family Income*		
__	Welfare Status		
X_	Poverty Status		
__	Family Size		
__	Family Structure		
__	Vocational Education		
X_	School Enrollment	X_ Children	X_ Adult
X_	Educational Attainment	__ Children	X_ Adult
X_	Educational Disadvantage/Special Education	X_ Children	X_ Adult
__	School Performance/State Requirements		
__	Religion		
__	Region of Country		
__	Urban/Rural Residence		

* Personal income by educational attainment

TITLE	Digest of Education Statistics
PUBLISHER	National Center for Education Statistics, U.S. Department of Education.
FREQUENCY OF PUBLICATION	Annually, since 1962, (except for a combined edition for the years 1977 and 1978).
CONTENT	The publication provides an abstract of statistical information covering pre-kindergarten through graduate school. Subjects covered include the number of schools and colleges, finances, federal support, teachers, libraries, enrollments, graduates, educational attainment, employment and income of graduates, and education in other countries. Of relevance to eductionally disadvantaged children and those in poverty are data on: federal expenditures under the Elementary and Secondary Education Act, Title 1; enrollment in educational programs for the handicapped; achievement as measured in the National Assessment of Educational Progress.
DEFINITION OF POVERTY	None.
LIMITATIONS	Despite the wealth of data on a variety of topics, the publication contains no data on numbers of children in poverty or from low-income areas. While measures of achievement are included, as well as are tables on the handicapped, no data are presented on the educationally disadvantaged as defined in Title 1. This is a good source of basic data on enrollments, but provides little specific information relating directly to the Title 1 program or the pupils it is intended to serve.

Demographic, Income, and Educational Measures

Digest of Education Statistics 1982

X_ Age		
X_ Sex		
X_ Race		
__ Hispanic Origin		
__ Other Origin/Ethnicity		
X_ Employment Status	__ Children	__ Adult
X_ Family Income*		
__ Welfare Status		
__ Poverty Status		
__ Family Size		
__ Family Structure		
X_ School Enrollment	X_ Children	X_ Adult
X_ Educational Attainment	X_ Children	X_ Adult
X_ Educational Disadvantage/Special Education	X_ Children	__ Adult
__ Religion		
__ Region of Country		
__ Urban/Rural Residence		

* Personal income by educational attainment

TITLE	Health, United States
PUBLISHER	National Center for Health Statistics, U.S. Department of Health and Human Services.
FREQUENCY OF PUBLICATION	Annually, since 1975.
CONTENT	This publication covers a broad range of topics related to the health status of the U.S. population, and the characteristics of the health-care delivery system. Included is information on individual health status, its determinants, health care resources, their utilization, and health care expenditures. The publication contains no data on education and none on poverty as such. However, it does have a few tables relating family income to health status. Although these tables are not subdivided by age, the data do demonstrate a link between health and income.
DEFINITION OF POVERTY	The publication presents data on family income in broad categories, not controlled by family size or type.
LIMITATIONS	With regard to children in poverty, this publication is useful only in showing the nature of the general relationship between health status and family income. Health, in turn, has some bearing on educational performance; poor health is a main cause of school absence.

Demographic, Income, and Educational Measures

Health, United States

X_ Age
X_ Sex
X_ Race
__ Hispanic Origin
__ Other Origin/Ethnicity
__ Employment Status __ Children __ Adult
X_ Family Income
__ Welfare Status
X_ Poverty Status*
__ Family Size
__ Family Structure
__ School Enrollment X_ Children X_ Adult
__ Educational Attainment X_ Children X_ Adult
__ Educational Disadvantage/Special Education __ Children __ Adult
__ Religion
X_ Region of Country
X_ Urban/Rural Residence

* Immunization rates by poverty area residence

TITLE Social Security Bulletin: Annual Statistical Supplement

PUBLISHER Social Security Administration, U.S. Department of Health and Human Services.

FREQUENCY OF PUBLICATION Annually

CONTENT The Statistical Supplement contains data about the various insurance and transfer programs that are the responsibility of the Social Security Administration. A description and legal history of each program is included. Administrative data comprise the majority of statistical information in the supplement: numbers of individuals or families served, reasons for eligibility, total expenditures, average benefits. Most tables provide time series data for all recent years and selected earlier years. Some limited data on recipient characteristics are provided, usually by sex, age, family structure, or state of residence.

Sections of the supplement of particular relevance for children in poverty are those on the definition and extent of poverty and those on programs providing services to children who are likely to be poor: Disability Insurance (disabled children or children of disabled workers); Medicaid; Aid to Families with Dependent Children; Food Stamps; and Low-Income Home Energy Assistance.

DEFINITION OF POVERTY The official government poverty definition, used for all official statistics on poverty, originated with the Social Security Administration. The poverty level varies by the number of adults, number of children, sex of family head, and farm/non-farm residence. The levels were determined for the base year, 1963, and have been adjusted only for changes in the Consumer Price Index since then. However, minor revisions in the defining matrix have been made, and in 1980 more significant changes were made to create separate poverty levels for larger families, and to eliminate the farm/non-farm distinction.

LIMITATIONS The supplement contains no data on education and the educationally disadvantaged. With regard to children in poverty it provides only basic data on the number and percent of children below the poverty line. The principal use of this publication is to determine the numbers of persons, families, and children served by various social programs, especially those aimed at providing services or income supports to the poor. These data in conjunction with population counts from other sources can be used to calculate program participation rates. Unfortunately the poverty status of recipients of the various social services is not included in these statistics.

Demographic, Income, and Educational Measures

Social Security Bulletin

__ Age*		
__ Sex		
__ Race		
__ Hispanic Origin		
__ Other Origin/Ethnicity		
X_ Employment Status	__ Children	X_ Adult
X_ Family Income		
X_ Welfare Status		
X_ Poverty Status		
__ Family Size		
X_ Family Structure		
__ School Enrollment	__ Children	__ Adult
__ Educational Attainment	__ Children	__ Adult
__ Educational Disadvantage/Special Education	__ Children	__ Adult
__ Religion		
X_ Region of Country		
__ Urban/Rural Residence		

* For children receiving SSI payments

TITLE	Health Care Financing Program Statistics
PUBLISHER	Office of Research and Demonstrations, Health Care Financing Administration, U.S. Department of Health and Human Services.
FREQUENCY OF PUBLICATION	Issues of Health Care Financing Program Statistics appear frequently on a variety of topics. Among the issues are two series of particular relevance to children in poverty: the "Medicare and Medicaid Data Book", issued annually, and "National Monthly Medicaid Statistics" issued monthly.
CONTENT	National Monthly Medicaid Statistics. This series provides data by state on the numbers of persons receiving Medicaid assistance each month, the total Medicaid expenditures, and Medicaid payments by type of service. Comparative data for the same month in the previous year are also provided. Recipients are classified by the basis for eligibility. Two categories of relevance for children in poverty are dependent children under age 21, and persons in families with dependent children. The Medicare and Medicaid Data Book. (Prior to 1981 "Data on the Medicaid Program: Eligibility, Services, Programs"). The Medicaid portion of this publiction, issued annually, provides a description of this aid program: eligibility criteria, recipient characteristics, services provided and their utilization, Medicaid expenditures, and administration, including data collection. The section on recipient characteristics provides annual data for states on recipients by kind of assistance provided, basis of eligibility, and demographic characteristics (age and sex).
DEFINITION OF POVERTY	Data are not presented by poverty status. However, categorical eligibility for Medicaid can be used as a proxy for poverty. For children, eligibility on the basis of participation in the Aid to Families with Dependent Children accounts for most of those eligible for Medicaid.
LIMITATIONS	The Program Statistics publications focus on program recipients only. Although many of these recipients are poor children, the publications provide no data on non-recipient poor children, or on how recipients compare with non-recipients with regard to age, sex, geographic distribution, and other demographic characteristics. No education data are provided.

Demographic, Income, and Educational Measures

Health Care Financing/Program Statistics

X_ Age
X_ Sex
X_ Race
__ Hispanic Origin
__ Other Origin/Ethnicity
__ Employment Status __ Children __ Adult
X_ Family Income
X_ Welfare Status
__ Poverty Status
__ Family Size
__ Family Structure
__ School Enrollment __ Children __ Adult
__ Educational Attainment __ Children __ Adult
__ Educational Disadvantage/Special Education __ Children __ Adult
__ Religion
X_ Region of Country
__ Urban/Rural Residence

TITLE	Quarterly Public Assistance Statistics
PUBLISHER	The Social Security Administration, U.S. Department of Health and Human Services
FREQUENCY OF PUBLICATION	This publication is issued four times a year. It replaces Public Assistance Statistics.
CONTENT	The report contains data on Aid to Families with Dependent Children caseloads compiled from state public assistance agencies. Included is information on the number of recipients (including children) and recipient units, the among and size of benefits, the basis for eligibility, and administrative data on caseloads and procedures.
DEFINITION OF POVERTY	Data on persons in poverty as such are not presented. However, the publication does provide monthly data on numbers of AFDC recipients, most of whom would fall below the poverty line.
LIMITATIONS	This publication is useful primarily for tracking the numbers of children receiving AFDC benefits. In combination with other sources of data it could be used to calculate assistance rates by state. No other correlated data (such as age, family type, education, etc.) are provided.

Demographic, Income, and Educational Measures

Quarterly Public Assistance Statistics

__ Age
__ Sex
__ Race
__ Hispanic Origin
__ Other Origin/Ethnicity
__ Employment Status __ Children __ Adult
__ Family Income
X_ Welfare Status
__ Poverty Status*
__ Family Size
__ Family Structure
__ School Enrollment __ Children __ Adult
__ Educational Attainment __ Children __ Adult
__ Educational Disadvantage/Special Education __ Children __ Adult
__ Religion
X_ Region of Country
__ Urban/Rural Residence

TITLE	Statistical Abstract of the United States
PUBLISHER	Bureau of the Census, U.S. Department of Commerce
FREQUENCY OF PUBLICATION	Annually, since 1878. The most recent edition is for 1984. A combined edition was published for 1982 and 1983.
CONTENT	The abstract covers virtually every topic for which federal statistical data are available. It is divided into topical sections (33 in the most recent edition) each comprising an introduction, a figure or two, and a series of tables organized under subheadings. The publication is not itself an original source of data, but draws on other sources. A topical guide to sources is included as an appendix. In addition each table cites its source, and section introductions discuss the primary sources for the data in the section. Of primary relevance for children in poverty and the educationally disadvantaged are the sections on education; social insurance and human services; and income, expenditures, and wealth. Of secondary relevance are the sections on population, health and nutrition, and construction and housing. Specific tables in the 1984 edition giving data on children in poverty are Nos. 249, 779, 780, 783, 784. Tables having specifically to do with educational handicap or the educationally deprived are Nos. 213 and 244.
DEFINITION OF POVERTY	The officially defined criteria for poverty are used.
LIMITATIONS	The publication contains no original data (not covered in the other publications, some abstracted here) and includes only a small number of tables of direct relevance to poverty and educational disadvantage. However it is a readily available source, regularly published, and gives guides to other sources.

Demographic, Income, and Educational Measures

Statistical Abstract of the U.S. 1984

X_ Age		
X_ Sex		
X_ Race		
X_ Hispanic Origin		
X_ Other Origin/Ethnicity		
X_ Employment Status	X_ Children*	X_ Adult
X_ Family Income		
X_ Welfare Status		
X_ Poverty Status		
X_ Family Size		
X_ Family Structure		
X_ School Enrollment	X_ Children	X_ Adult
X_ Educational Attainment	X_ Children**	X_ Adult
X_ Educational Disadvantage/Special Education	X_ Children	__ Adult
X_ Religion		
X_ Region of Country		
X_ Urban/Rural Residence		

* 16 years and over
** Retention rates

IV. ANALYTIC STUDIES

TITLE	Vincent, Deborah C., & James S. Little, *Profiles of the Poverty Population, 1970-1980*, (Washington, D.C.: National Social Science and Law Center, September, 1982)
DATA BASE	U.S. Decennial Censuses, 1970, 1980
RESEARCH QUESTIONS	This publication is a descriptive statistical compendium on the poor population in 1969 and 1979. The bulk of the report is a series of tables (for the U.S. as a whole, each region, and each state) that shows: 1) the total number and percentage poor and near poor (125% of the poverty level) among persons and families; 2) the distribution of poor persons by age and race/ethnicity; and 3) the distribution of poor by household structure. Also shown are poverty rates for the United States and each state for a number of subgroups including children, families with children, and female-headed families with children.
MAIN CONCLUSIONS	In 1979, in comparison with 1969, the poverty rate for children was higher, as it was for families with children. However, the rate for female-headed families with children, though the highest of these three rates, was somewhat lower in 1979 than in 1969. Among the population of poor families, the proportion with children, and the proportion with female householders that had children were higher in 1979. Considerable variations in rates and trends exist between regions and between states within regions.

TITLE	U.S. Bureau of the Census, Technical Papers 51, 52, *Estimates of Poverty Including the Value of Noncash Benefits*, (Washington, D.C.: U.S. Government Printing Office, 1984).
DATA BASE	The Current Population Survey, March Supplements
RESEARCH QUESTIONS	The purpose of these reports is to estimate the value of selected noncash benefits and to assess their effects on alternative definitions of poverty for 1979 to 1982 (#51) and for 1983 (#52). Three different methods of valuing noncash benefits are used, and three different sets of noncash benefits are evaluated leading to nine alternative definitions of poverty that are employed.
MAIN CONCLUSIONS	The alternative definitions led to poverty rates ranging from 6.8 percent to 10.1 percent for 1979, and 10.0 percent to 13.7 percent for 1982. By comparison the official poverty rate was 11.7 percent in 1979 and 15.0 percent in 1982. Poverty rates for children aged 6-17 ranged from 8.7 percent to 11.8 percent under the various definitions in 1979, and 14.0 percent to 17.6 percent in 1982. The official poverty rates for these children were 15.6 percent and 20.9 percent in 1979 and 1982, respectively. The 1979-1982 increase in poverty for children was considerably greater under the various alternative definitions than under the official definition. This was the same as for all other age groups except the elderly. The publication for 1983 (#52) shows a continuation of these trends.

TITLE	Congressional Budget Office, Poverty Among Children, (Washington, D.C.: Congressional Budget Office, December, 1984). Draft report prepared for the Senate Subcommittee on Education, Arts, and Humanities.
DATA BASE	The Current Population Surveys, March supplements.
RESEARCH QUESTIONS	The report assesses trends in poverty among children (especially those aged 6-17) over the last 25 years. It contains analyses of how childhood poverty is related to race/ethnicity, family structure, and business cycles. Besides the numbers of poor children, and poverty rates, the report contains data on the composition of the poor population.
MAIN CONCLUSIONS	Poverty is higher among children than any other age group, and among families with children than those without. Poverty is concentrated especially among ethnic/racial minorities, female-headed households, and central cities. Poverty among children fell sharply during the 1960s, rose slightly but eratically in the 1970s, and rose sharply from 1979 to 1982. The increase since 1979 is more likely the result of the combination of recession, inflation, and program cutbacks than the consequence of changes in household composition.

TITLE	Morgan, James N., *et al*. *Five Thousand American Families: Patterns of Economic Progress*. Vols. 1-10 (Ann Arbor, MI: Institute for Social Research, 1975-1983).
DATA BASE	Panel Survey of Income Dynamics
RESEARCH QUESTIONS	The main question addressed by the Panel Survey is what are the determinants of individual and family income. However, the data lend themselves to a variety of other research questions focusing on the family, life-course development, gender differences, and social stratification and mobility. The volumes in this series are collections of articles covering the full range of such questions, though articles focusing of family income predominate. Volumes also provide references to other publications and reports based on the Panel Survey data set.
MAIN CONCLUSIONS	Being in a household headed by a single woman is associated with sharply lower family income (Hill, Volume 10); personal attitudes and self concept have less effect on economic attainment than the reverse (Duncan and Liker, Volume 10; Duncan and Morgan, Volume 9); being poor in one year increases the likelihood of being poor in the next (Hill, Volume 9); over a ten-year period as many as a third of American families receive welfare benefits at some time (Coe, Volume 9). Since the studies tend to focus on personal income or family income, few address the question of childhood poverty directly. Yet much can be learned about poor children from the research reported here on economic attainment and income mobility of families.

TITLE	Duncan, Greg J., *et al*. *Years of Poverty, Years of Plenty*. (Ann Arabor, MI: Institute for Social Research, 1984).
DATA BASE	Data base--Panel Survey of Income Dynamics
RESEARCH QUESTIONS	This book is a synthesis of much of the family economics research reported in the ten volumes of *Five Thousand American Families*. It covers the analysis of change in family economic well-being; the dynamics of poverty and welfare use; and labor market outcomes, including race and sex differences.
MAIN CONCLUSIONS	The economic circumstances of American families fluctuate a great deal, even over the short run. Changes in labor force participation, occupation, income, and poverty status are more common than is frequently supposed. Contributing to this variation is a the complexity and fluctuation of family forms over time-- changes in family composition are strongly related to individuals' economic circumstances. Over the course of ten years about one in four adults *and* children lived in poverty for at least one year, and this proportion would have been higher had it not been for various welfare programs. Yet less than 3 percent of individuals were persistently poor (poor in 8 or more of the ten years); about 14 percent were poor in only one or two of the ten years.

TITLE	Office of Research and Statistics, *Recipient Characteristics Study: Aid to Families with Dependent Children* (Washington, D.C.: Social Security Administration, 1982, 1980, and 1977).
DATA BASE	This is a series of publications based on the 1975, 1977, and 1979 Aid to Families with Dependent Children Surveys.
RESEARCH QUESTIONS	These are primarily descriptive, statistical publications that present information gathered in the AFDC surveys. The publication comes in two parts, the first on demographic and program characteristics of AFDC families, the second on their financial circumstances.
MAIN CONCLUSIONS	The size of AFDC families is slowly declining, and the great majority continue to be headed by females - mainly natural or adoptive mothers or stepmothers. Two-thirds of AFDC children are of school age; in the middle school years, nearly all are enrolled. Most AFDC families had little or no other income - only one in five had non-assistance income, mainly from earnings.

TITLE	Center for Human Resource Research, Career Thresholds: A Longitudinal Study of the Educational and Labor Market Experience of Male Youth. Manpower Research Monograph number 16. U.S. Department of Labor (multiple volumes, 1970-) AND Years for Decision: A Longitudinal Study of the Educational and Labor Market Experience of Young Women. Manpower Research Monograph number 24. U.S. Department of Labor (Multiple volumes, 1971-)
DATA BASE	The National Longitudinal Surveys of Labor Market Experience: the cohorts of young men and of young women.
RESEARCH QUESTIONS	The volumes in these two series present the main findings of the Surveys of young men and women. The purpose of this research was to study the interactions between the environment and several demographic, social, economic, and attitudinal characteristics as they relate to school enrollment, educational attainment, and labor market experience. Among the questions addressed is the relation between family background characteristics, including income, and educational aspirations, experiences, and achievements.
MAIN CONCLUSIONS	A variety of measures of family background, including parent education and family income, show strong and expected relationships with school enrollment, educational attainment, and educational aspirations. Some interesting results beyond these are that the presence of reading materials in the home is an especially strong predictor of educational attainment for young women; and that when family background factors are controlled, the educational aspirations of blacks exceed those of whites for young men.

TITLE

Coleman, James S., Thomas Hoffer, and Sally Kilgore, *Public and Private Schools*, (Washington, D.C.: National Center for Education Statistics, November, 1981)

DATA BASE

High School and Beyond Survey

RESEARCH QUESTIONS

The purpose of the report is to present data relevant to a number of policy issues regarding public versus private schools. The report covers four areas in particular: student composition in public and private schools; resources available within these scholls; the functioning of these schools; and the educational outcomes for students.

MAIN CONCLUSIONS

Poverty and educational disadvantage are not primary emphases in this report. However a number of findings are relevant to a consideration of these topics. For example, the average income background of students is highest for those in non-Catholic private schools, in the middle for those in Catholic schools, and lowest for those in public schools. But the differences are not large and the majority of students in each type comes from a broad range of middle-income backgrounds. However, *within* each type of school, these is more diversity of income background in private than in public schools. In terms of performance, students in private schools do better than those in public schools, even controlling for family background. However, public schools offer a broader range of courses, particularly vocational and other non-traditional courses and programs.

TITLE	System Development Corporation Technical Reports from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.
DATA BASE	The Sustaining Effects Survey
RESEARCH QUESTIONS	This is actually a series of 13 reports by varying authors. Three of the reports (#1, 9, 9A) are methodological, dealing with the sample and measures; the rest are substantive analytic reports. All of these treat compensatory education in some way. But three are especially focused on the economic background of students: #2 Student's Economic and Educational Status and Selection for Compensatory Education #3 Student Economic and Educational Status and Receipt of Compensatory Education #4 Student Home Environment, Educational Achievement, and Compensatory Education
MAIN CONCLUSIONS	While poor children are more likely to be selected for Title I programs than are non-poor children, 60 percent of poor children are not selected, and 20 percent of non-poor children are selected. Of those who are both poor and low achievers, two of five are selected for Title I services; nearly half are not selected for any compensatory services of any sort (Title I or otherwise). Minority children are more likely than others to be poor, to be low achievers, and to be selected for Title I services. The average level of achievement of poor children is considerably below that of the non-poor. Poverty affects school participation rates - poor children average one week less attendance at school per year than do other children. The lower achievement of poor children can be explained in part, but by no means entirely by aspects of the home environment. Chief among these variables are the educational attainment of the household head, and out-of-school reading behavior of the student.

TITLE Jenks, Christopher, *et al*. *Inequality: A Reassessment of the Effect of Family and Schooling in America*. (New York: Harper and Row, 1972)

DATA BASE Equality of Educational Opportunity Survey

RESEARCH QUESTIONS The main question of this research is the role of education in equalizing the individual earning power. The pursuit of this question raises several secondary issues: the extent of inequality schools -- their resources, social composition and quality of curriculum; the genetic and environmental factors influencing individuals' test scores; the factors influencing the distribution of educational credentials; and the determinants of occupational status and income, including family background, cognitive skills; educational credentials, and school quality.

MAIN CONCLUSIONS The authors of the report draw the following conclusions from their analyses. There is considerable inequality in utilization of resources, at least at older ages. Cognitive skills are quite unequally distributed, and both genetic and environmental factors help produce this inequality. Those with genetic advantages tended to have environmental advantages as well. Family background is more important than IQ in determining eventual educational attainment. School factors play a negligible role in this process. Occupational status is highly related to educational attainment, yet a great deal of variation in occupation exists within each educational status. Income is less tied to education than is occupation; and, the effects of family background and ocgnitive skills on income are modest at best. Indeed, there is nearly as much variation in income among those with very similar backgrounds, credentials, and abilities as among persons in general. The authors conclude that traditional strategies for equalizing individual earning power by concentrating on educational improvement will not have much if any effect.

TITLE	Bachman, Jerald G., *Young Men in High School and Beyond: A Summary of Findings from the Youth in Transition Project* (Washington, D.C.: Office of Education, U.S. Department of Health, Education, and Welfare, May, 1972).
DATA BASE	The Youth in Transition Panel Survey
RESEARCH QUESTIONS	The study aimed primarily at the causes and effects of dropping out of high school. Other study goals included the examination of: the effects of family background and intelligence; school effects on students; vocational programs; the impact of post-high school environments; attitudes toward military service; and use of and attitudes toward drugs.
MAIN CONCLUSIONS	Low socioeconomic background is among several factors identifying the potential dropout. Other variables include low test scores, poor school performance, limited aspirations, and high levels of delinquent behavior. Socioeconomic level shows strong relationships with intelligence, vocabulary skill, and reading comprehension. Even when controlled for intelligence it is related to the student's self-concept of school ability. Other correlates of socioeconomic level include grades, college plans, and occupational aspirations.

TITLE	Children's Defense Fund, American Children in Poverty, (Washington, D.C.: Children's Defense Fund, 1984)
DATA BASE	The report pulls together statistics from a variety of data bases. Chief among these are vital statistics, federal Medicaid recipient and expenditure data from the Health Care Financing Administration, and a series of telephone surveys conducted by Children's Defense Fund staff with state and agency officials.
RESEARCH QUESTIONS	The publication is written from the stance of advocacy on behalf of poor children. The report contains tables and data describing the health, child care, and educational characteristics of children, especially poor children, and their participation in such programs as Medicaid, Aid to Families with Dependent Children, and Title I of the Elementary and Secondary Education Act.
MAIN CONCLUSIONS	The general conclusion drawn in the report is that conditions for children have worsened: poverty is up and the amount of assistance from various public programs in down. (Some interpretations in the report have a one-sided focus -- see the discussion of infant mortality on pp. 3-4 compared with the data on pp. 43-44.) The tabular appendix to the report contains some useful compilations of state data on birthweight, mortality, and prenatal care (not cross-classified by poverty, however). These data actually show a mixed but most often improving picture of child health. The data on government programs however, show a decline in the level of services to poor children for most programs, especially in recent years.

V. CONCLUSIONS

Whereas the bulk of this report has consisted of annotations of sources of information about children in poverty, especially in relation to educational participation and achievement, the concluding paragraphs attempt to briefly characterize and evaluate the available information as a whole. In so doing, three questions are addressed: What are the strengths? Where are there gaps? And what sources of information are most useful for what purposes? The answer to the third question will be contained in the discussion of the first and second.

Strengths. Available information is most adequate for providing trend data on the number of children in poverty, according to the official federally-defined poverty criteria. The U.S. Decennial Census and the March Current Population Survey are the primary sources of these data. In addition, these same sources of data provide information on the main demographic characteristics of poor children. The information in Tables 1 and 2 in this report were derived from the Current Population Survey as were the data contained in the Congressional Research Service report cited in Section IV. The Census has the advantage of providing as much geographic detail as could be wanted, though its infrequency is a limitation. The March Current Population Survey provides more frequent data; and it can even be used, in conjunction with other sources, to develop intercensal estimates of children in poverty for smaller geographic areas than are defined by its sample.

The data base is also relatively strong regarding the effects of social and economic background on educational attainment and occupational standing. Several longitudinal studies -- especially the Youth in Transition Panel Survey, the High School and Beyond Survey, the National Longitudinal Survey of Labor Market Experience -- treat the transition from school to work and family in some way, including an emphasis on the role of family economic background.

Administrative data are also fairly abundant describing the various programs of assistance to poor children, especially the Aid to Families with Dependent Children program and Food Stamps. These data, however, are often less useful for characterizing poverty more generally; and many times these data are not available in forms one would most like for characterizing children. The Survey of Income and Program Participation promises to greatly strengthen this area by providing individual-level data on joint participation in any of several assistance programs together with very detailed information on family income.

Finally, the Panel Survey of Income Dynamics deserves special comment. Unlike the cross-sectional data sets, such as the Census and (for the most part) the Current Population Survey, the Panel Survey of Income Dynamics makes possible the study of individual movement in and out of poverty and the association of this mobility with changes in family composition, employment, residence, and other family background characteristics.

Information Gaps. Data are much less adequate when we go beyond the demographic characteristics of poor children and seek to learn more about their household and family environments, health and behavior, and their interaction with parents, siblings, and peers. Information on some of these topics (such as health in the Health Examination Survey or housing in the American Housing Survey) is well covered on a descriptive level. But the data are not well related to economic or poverty status on the one hand nor educational variables on the other.

In some respects the link between family background (including economic standing) and children's educational participation and performance is well covered. The Equality of Educational Opportunity Survey, the Survey of Income and Education, and the Sustaining Effects surveys each deal with this topic. The latter study is even explicitly focused on compensatory education and its linkages with poverty. But these studies differ in design and purpose in ways that limit their usefulness for keeping track of constancies and changes in the educational characteristics of poor children. Furthermore there is no institutionalized data system that will continue to generate such data. Already the most recent of these studies is getting out of date.

Other areas of interest that are not well covered by existing data are: the geographic and residential mobility of poor children (the CPS has some limited data on this); the extent to which poverty is either concentrated or dispersed geographically (again, the CPS has what little data are available); and the link between childhood poverty and physical and emotional handicaps that may affect schooling.

There is, finally, another weakness in the information base that deserves comment. Just as the causes of poverty may be traced to both structural and individual factors, so may its effects. Indeed, the original design of the Title I program assumes this: aid is aimed not just at poor children nor just at educationally disadvantaged children. Rather it is meant for the educationally disadvantaged (a disproportionate share of whom are poor) who also live in low-income areas. The underlying assumption is that beyond the individual-level effects of poverty there is something about low-income areas that adversely affects the educational opportunities of many who attend school in such areas. The current information base is not well equipped to test this structural assumption. To do so requires ecological information on small geographic units that is linked to individual data on poverty and educational activity. Sample surveys alone do not generally provide this kind of linked data. Census data and local administrative data may be used to generate such ecological information, though these sources suffer from limitations of their own: infrequent data collection (as in the Census) or inadequate or inappropriate coverage of the topics of interest (as in administrative or local data).

In sum, it may be fair to say that both the strengths and weaknesses of the statistical system with regard to children in poverty stem from the multiple and sometimes conflicting purposes for which the data are collected. Few of the data sources reviewed were explicitly developed to generate data on children in poverty as their main goals. For some, such a purpose was not even considered as a secondary objective or even a useful byproduct. Even so, a great deal of useful information on poor children is available; and even better data might be obtained through marginal changes in some of the existing data programs.